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ABSTRACT

The fifth annual report covers a variety of activities of the Indiana Career Resource Center, including goals of the center (related to inservice training), staff presentations, inservice and preservice training of teachers, and media editing and production. The center's involvement in career awareness for girls and women and staff support functions also are described. Appendixes contain an enumeration of staff activities, evaluation summaries of a career education workshop, copies of the "Career Digest" (the center's publication), multimedia developments, a list of institutions borrowing materials, and other materials related to the center's 1973-74 activities. (NH)

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# INDIANA CAREER RESOURCE CENTER

## Annual Report : 1973-74

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# FOREWORD

This report was prepared as part of a continuing effort to document the development of one project to serve the career education needs of Indiana. It reflects a philosophy that a small cadre of individuals can serve as a catalyst to educators for infusing a developmental flow of career-related ideas into the learning process.

Improvement of education for youth depends largely on the establishment and continuation of career education in local schools. The services of the Indiana Career Resource Center are aimed at stimulating school staffs to just that.

This document was assembled as the 1973-74 annual report to the Vocational Education Division of the Indiana Department of Public Instruction. Don Gentry, Director and Jerry Keiser of that Division are to be commended for their encouragement and funding recommendation during the Center's fifth year of operation. Acknowledgment is also given to Dr. Dean Speicher, Superintendent and Donald Kramer, Business Manager of the Penn-Harris-Madison School Corporation, for providing the local education association sponsorship and fiscal accounting for this project. Without facilities from which to conduct a base of operations the project would have had difficulty. Dr. Lester Wolfson, Chancellor, Dr. Joseph Peyser, Dean of Faculties, and Dr. Eldon Ruff, Chairman of the Education Division of Indiana University at South Bend are awarded plaudits for seeing to it that facilities close to the campus were provided.

Throughout this fiscal year the activities conducted by the staff could not have occurred without invitations from persons in the education community across Indiana. To those many serious educators the following staff members would like to express their thanks: Donna Bach, Carol Berry, June Bouskill, Paul Elliott, Carolyn Foster, Denise Kovach, Jim Meuninck, Joyce Miller, Betty Morrison, Roger Penrose, Kim Powers, Paul Smith, Lorraine Wisner and Dave Yates.

To the above staff I wish to express a public belief that no other group of adults could have accomplished the activities reported in this volume. It is this uniqueness that makes the Career Resource Center an exciting and fulfilling unit to coordinate.

Gerald Dudley
Director

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INTRODUCTION: As part of its responsibility to the citizens of Indiana and Division of Vocational Education of the Department of Public Instruction of the State of Indiana, this report is being made.

The report encompasses the activities of the Indiana Career Resource Center from July, 1973 through June, 1974. It is expected that this report will provide the reader with an understanding of the functions and growth of the Center and of the many activities presently included in its operation.

The Indiana Career Resource Center has now completed five years of development to serve as an operational model for the career education needs of Indiana. A primary effort has continued to be that of serving an ever expanding geographical area, and to serve a diverse number of organizational structures. This expansion of activities of the Center has paralleled a national development and definition of the concept of career education. The Indiana Career Resource Center not only has experienced the conceptual growth of career education; it has helped to define it.

This need for educational reform has been answered in part by the positive response of educators to the conceptual base of career education. The enthusiastic response for career education from educators and members of the general communities validates its advantages.

It is expected that the conditions in Indiana schools would be no different than those found nationally. Some of the following are conditions that undergird the need to reform:

1. Too many persons are leaving Indiana schools without the basic academic skills needed to face a rapidly changing society.
2. There is little relationship between school subjects and vocations youth will enter when they leave the school system.
3. The current curricula used in Indiana schools best meets the educational needs of that minority of people who will attend college.
4. Too many Hoosier students leave our educational system at both the high school and post-high school levels unequipped with employability , self-understanding and career decision-making skills.
5. There is a need in Indiana for continuing and recurrent education for adults and educators.

6. Many educational and learning opportunities are sometimes outside of the structure of formal education. It might be of advantage to educators to investigate and utilize these additional resources.

PURPOSE: Indiana has begun to address itself to these problems with investment of money, personnel and programs to fit the diverse situations found within the state. One such program is seen in the activities of the Indiana Career Resource Center.

The Indiana Career Resource Center programs have achieved national recognition for a unique and practical approach to involving educators in career education.

The goals of the training activities of the Indiana Career Resource Center have been established by carefully observing the effects of previous experience. It has been this previous in-service training experience that has established the following priorities:

1. Any in-service training approach offered must emphasize the use of existing personnel and existing physical facilities.
2. The in-service training should be capable of demonstrating practical approaches for implementing career education.
3. The in-service training should be able to show teachers ways of incorporating career education by adjusting goals and objectives of classroom curriculum priorities.
4. The in-service training should make educators aware of the vast resources available in their community.
5. The in-service training should emphasize the important relationships that exist between self understanding, work values, occupational choice, and vocational competency.

The Indiana Career Resource Center, through periodic revision of program goals and objectives, has been able to offer a practical plan for implementing career education to Indiana educators.

The Indiana Career Resource Center has been fortunate to possess the staff and leadership to accomplish most of the objectives it set for itself in its previous report. These are verified through the implementation process described in this report. Outcome details are presented in the appendices for clarification to those who wish to peruse that detail.

It has been the policy of the Indiana Career Resource Center to meet the needs of as many groups as possible. The primary reason for the policy is the lack of availability of a comparable or complimentary consulting service anywhere else in the state. Parts of this evaluative report document the appreciation of those people we have been able to assist in their projects. The reader will notice the many and varied kinds of groups that made up the previous year's work assignments.

## RESULTS: SERVICES OF THE CENTER

1. *In-service and pre-service training of classroom teachers, student teachers, counselors, administrators, school board and community members in the concepts and involvement of a career education program.*

One objective of the Center's staff of Career Education Consultants is the presentation of an overview of possible career education concepts and implementation procedures. This overview session is accomplished with the inviting school or school system providing facilities and a time commitment for participants. This time commitment may be before, during, or after the normal school day; at times the presentations are scheduled for a Saturday.

Several delivery systems are being developed, and tested by the Center's staff. These systems involve the participating groups in "hands-on" activities, talk/slides, film and transparency presentations designed to acquaint them with an experiential approach to career education.

The in-service offerings are built around the unique needs of each local school community. The sessions expose educators to self and occupational awareness activities they may use in their classrooms. These experiences may be infused into the on-going curriculum and at each of the kindergarten through twelfth grade levels.

This initial, multi-media presentation mutually involves the Center's staff and school groups in an activity orientation to the ideas, goals and objectives of on-going career education programs, nationally, state-wide, and locally. 277 such meetings were held during the period of this report with 5,460 persons in attendance.

Following this introduction, a cadre of interested persons is encouraged to begin some career education activities in their counseling and classroom areas which will involve their students in the career development process. These activities are designed to give more relevancy to the curriculum and world of work. Threaded throughout the students' day are opportunities to explore their understandings of self (their talents, abilities, interests and limitations, etc.) in relation to occupational and educational alternatives.

Sometime later, the initial presentation may be followed with an intensive all or part-day session designed to acquaint the educators and interested community persons with the Indiana Career Education Curriculum Guide, and other teacher/counselor implemented programs. During this workshop session many of the resources and materials offered by the Center are provided for group and individual participation.

In addition to the in-service training opportunities the Center is involved in pre-service training of student teachers. This pre-service format of training at Indiana University-South Bend includes involvement with teaching methods classes, workshop sessions with University student supervisors, and career education overview sessions conducted for the regular supervising classroom teacher to whom the student teacher is assigned.

Similar to in-service training, the pre-service presentations focus on career education concepts, methodology and implementations possibilities. The student teacher is encouraged to practice the creation of a climate for his or her pupils which will involve them in a career development process.
74 sessions were conducted during this reporting period and 1,320 people were involved. A detailed listing of both in-service and pre-service workshops is shown in Appendix A.

Another activity of the Center's staff is team teaching, a graduate level Occupational Information class at IUSB, giving career education overviews to such college and university classes as Saint Joseph College, Calumet, Indiana; Purdue University, Lafayette, Indiana; Indiana University-Purdue, Indianapolis, Indiana; Indiana University-Bloomington, Indiana; Saint Francis College, Fort Wayne, Indiana; Tri-State College, Angola, Indiana etc.

The Indiana Career Resource Center's staff is also involved in facilitating an Indiana University-South Bend career education learning opportunity in cooperation with the Elkhart Career Education Project, Elkhart, Indiana. Appendix B provides a qualitative evaluation of the Occupational Information classes and the involvement with the ELCEP classes.

2. *The Center edits and produces media to assist Indiana educators in their career education efforts. These media are a Career Digest; a bibliography of resources, "People In Careers;" brochures; films; video tapes; and sound/slide presentations.*

Another objective of the Indiana Career Resource Center is that of publishing a monthly news letter, the Career Digest. The Digest informs Indiana educators of happenings in Indiana schools; of persons who are providing learning experiences in their classrooms throughout Indiana which take pupils to the work environment and/or bring the work environment into their classrooms. It contains brief articles relating to career development theory, and a section on free and inexpensive career education resources and materials. The Career Digest is available to educators and other interested persons on a no-cost basis. A mailing list of 2,000 is filled each issue. Copies of the Digests are included as Appendix C.

A bibliography of resource materials housed and distributed to schools throughout Indiana has been prepared. This 150-page Bibliography contains career-related, commercially marketed materials which are housed at the Center, and which are available for educator loan. Much time and effort is devoted to locating, reviewing, purchasing, cataloging and displaying the hardware and software items in Center presentations. 1500 bibliographies were printed for distribution.

The People In Careers resource guide has been prepared to list and classify those volunteering workers in the South Bend-Mishawaka area who are willing to talk with pupils in their classrooms or invite the students to visit their places of work. These persons, and the occupational values they represent, are classified for convenient location under Holland's Six Personality Categories. This guide is useful as a model for educators in other areas who are searching for ways to involve resource persons from their communities in the schools' career education efforts. Two thousand (2,000) People In Careers were published for use locally and distributed on request.

A brochure describing the offerings of the Indiana Career Resource Center has been prepared. This brochure contains a tear off portion for mailing to the Center to invite Center involvement and/or for materials or other consultive services.

The Career Center uses in-home experience in the production and dissemination of such 16 mm films as "A Total Community Approach to Career Education," and "Dawn to Dusk" to bring to audiences the importance of career education programs and a visual description of the Center's functions. Appendix D contains a description of the films as well as user information.

Video tape and slide presentations are also produced by the Center's staff and used in career education sessions throughout Indiana and other states.

3. *The Center's involvement in a Women's Task Force, life planning sessions, Career Guidance Institute, Hansel Center, Youth Advocacy, Governor's Conference on Youth Agencies and vocational counseling.*

The Indiana Career Resource Center is involved in the formation of a Women's Task Force for the South Bend-Mishawaka, Indiana area. This Task Force, in cooperation with various business and educational institutions, seeks to explore ways to provide career awareness and equality opportunities for girls and women. An objective is to provide a vehicle for equal participation in career development in educational and work settings.

To assist in providing opportunities for persons to interact and better understand themselves in relation to the roles each seeks in society, life planning sessions are conducted by members of the Center's staff. These life planning sessions are available to small groups or individuals interested in creating self-opportunities.

An educator/community interaction concept, operationalized by NABS, is functioning in the South Bend area, and staff from the Center have been involved in this activity. The Career Guidance Institute provides a way in which teachers, counselors, administrators, school board members and students may visit industry and business settings and perceive a first-hand understanding of workers in their environment.

This resource of information is translated by the teacher into classroom activities that allow the student a similar work-awareness opportunity.

In the same vein, the Center actively searches for and participates with such groups as the Hansel Center, South Bend, Indiana; Youth Advocacy; the Governor's Conference on Youth Agencies; manpower and migrant workers' conferences. Each staff member also is available, as time permits,to assist IUSB in vocational counseling of University students.

4. *A support staff functions to catalogue, inventory, and distribute a collection of multi-media career development influencing materials to local schools on a short-term loan arrangement.*

The Indiana Career Resource Center provides a display center and lending library for educators to use these career education materials. Commercially produced career education materials are evaluated, purchased and inventoried by the staff and made available, on a no-cost basis, to area schools. These materials are delivered to the requesting educator who is within a thirty-five (35) mile radius of the Center and, after a week's use, are then picked up by the support staff for return to the Center. For those educators beyond the thirty-five mile radius the materials are picked up at the Center and returned by the requesting educator when the loaned time has expired. Mailable items are sent to any location in the State.

These career education materials, sample lesson plans, curriculum guides and various self and career awareness kits assist the educator who has progressed to the point in his or her career education efforts where vicarious experiences may be of value to the students. One hundred fifty-three (153) schools and others requesting the materials were serviced during the report period with 379 items used. Appendix E contains a detailed list of locations where materials were placed on temporary loan.

**EVALUATION:** Over a 9-month period from July 1973 through March 1974 a formal third-party evaluation of in-service training sessions was conducted by Mrs. Donna Gollnick. The evaluation was carried out by utilizing a feedback instrument developed for the purpose of measuring participant reaction to involvement in career education in-service workshops. The study by the evaluation consultant was conducted after a series of hypotheses was developed regarding outcome expectations. While a detailed description and analysis of the study is available, the following summary of conclusions and recommendations is an excerpt from the total report:

## Conclusions for the In-Service Training Sessions

Data from this study support the following conclusions about the in-service training sessions about career education that were presented by staff members from the Indiana Career Resource Center:

1. The in-service training sessions were rated high (ratings of 4, 5, or 6), or effective, by over three-fourths of the participants regardless of whether they understood in advance what the presentation was to be about, their desire for further involvement with the services of the Indiana Career Resource Center, whether they were planning to include career development activities in the future, their desire for personal input into further discussions or planning of career programs for their school and community.

2. The training sessions were rated most effective by particpants who knew in advance what the presentation was to be about and least effective by those who did not know.

3. The training sessions were rated most effective by participants who planned to include career development activities in their future work and least effectively by those who did not.

4. The in-service training sessions were rated most effective by participants who desired further involvement with the services of the Indiana Career Resource Center, and least effective by those who didn't.

5. The in-service training sessions were rated most effective by participants who desired personal input into further discussions or planning of career programs for their school and community, and least effective by those who did not.

## Implications for the In-Service Training Sessions

The following are implications drawn from this study of the user's reactions to the in-service training sessions provided by the Indiana Career Resource Center:

1. The school district representative should be encouraged to notify all of the participants about the presentation (the in-service training session) in advance of the presentation.

2. The representative of the school district should be encouraged to provide adequate physical facilities for the participants' comfort and the needs of the presenters (projector, screen, outlets, etc.)

3. The presenters should either suggest a time schedule that would best fit that particular presentation or find out the proposed time schedule and adhere to it for the presentation.

4. Presenters should know the audience's level of understanding of the career education concept prior to the presentation to help meet the needs of the participants better and to provide the necessary opportunities to explore the concepts of career education and to define their implications for the local situations as needed for each particular training session.

5. The presenters of the program should evaluate the number and kinds of opportunities provided to explore the concepts of career education and to define their implications for the local situation. More opportunities might be provided or different kinds provided depending on the audience.

6. Staff members in the training function of the Indiana Career Resource Center should decide what rating outcome(s) is most important to them in measuring the effectiveness of the training session. For example: the training session was effective, or better, successful if eighty per cent of the participants plan to include career development activities in the future. These could also be utilized in measuring where a school or community stands in their career development after a training session.

7. Notes should be made by the staff members concerning their evaluation of the training session. These might include where they observed the participants' level of career development before and after the training session, what steps the groups plan to pursue next, and what steps the staff members feel should be taken next. This would provide a more accurate record to be referred to for further contacts and/or evaluation and research. A form should probably be developed for the presenters' reactions to be recorded on for each group that a presentation is given for.

## Recommendations for Further Research

The following are suggestions for further research in the area of career development that would be particularly helpful to the Indiana Career Resource Center:

1. What methods are most interesting and helpful to students at the various grade levels in the development of career planning for them.

2. What kinds of career information do students feel is important at the various grade levels?

3. How could the mobile unit be used more effectively for faculty members?

4. How might the mobile unit be utilized for population groups other than students and faculty in the community?

5. A comparison of school size and the rating of the effectiveness of in-service training sessions. Should participants be treated any differently because of the size of the school that they are employed by?

6. A follow-up of how participants actually responded after the in-service training session. For example, how many actually included career activities in their planning compared to the number of persons who indicated that they planned to on the original evaluation.

7. A comparison of the community size and the rating of the effectiveness of the in-service training sessions. Should particpants from rural and urban areas be treated any differently?

8. A comparison of the ratings for each session with the presenters' evaluations of that particular session. This would allow for a comparison with how the participants felt about the session. Such a system would also be more conducive to constant changing and improving of the in-service training sessions to best meet the needs of the participants.

9. Are the ratings distributed similarly for each training session or are the ratings different depending on the particular session? This would allow for a comparison of methods used at the different sessions and an evaluation of what techniques might be used more effectively if significant differences were found.

Gollnick, Donna, The User Reaction to the In-Service Training Sessions and Mobile Training Unit of the Indiana Career Resource Center, Unpublished, Master's Thesis, Purdue University, Lafayette, Indiana. 1974.

While Appendix F provides a summary table of significant differences found as a result of the study, the following chart provides an overview of the manner in which the sample of over 400 respondents reacted to the workshop sessions.

The number in each column is the percent (%) choosing each response rating. A six (6) is high, a one(1) is a low rating.

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 1. I understood in advance what the presentation was to be about. | 10 | 10 | 16 | 18 | 16 | 29 |
| 2. The program was presented within the announced time boundaries. | 2 | 2 | 2 | 5 | 21 | 67 |
| 3. The physical facilities for the program were adequate. | 5 | 7 | 7 | 8 | 32 | 43 |
| 4. The presenters' presentations were: | 1 | 2 | 3 | 10 | 30 | 53 |
| 5. The program seemed to fit my particular needs with regard to career education. | 3 | 4 | 15 | 21 | 32 | 25 |
| 6. Opportunities were given to explore the concepts of career education and to define their implications for our local situation. | 2 | 7 | 12 | 23 | 29 | 27 |
| 7. I have new plans for including career development activities in my future work with youth (adults). | 3 | 5 | 14 | 21 | 32 | 25 |
| 8. I would appreciate further involvement with the services of the Indiana Career Resource Center. | 3 | 3 | 8 | 17 | 25 | 45 |
| 9. I personally would like some input into further discussions or planning of career programs for our schools and community. | 5 | 6 | 10 | 21 | 23 | 35 |

## SUMMARY AND DISCUSSION:

The Indiana Career Resource Center has experienced a 12-month fiscal year operation which has seen a greatly increased demand on its staff and services. This increased work opportunity has been a challenge to the staff and materials of the Center. The quality of the response to this challenge is shown in the "survey of effectiveness" and the letters received by the Center concerning its efforts. The staff of the Indiana Career Resource Center takes great pride in these responses, but is also aware of the enormous responsibility of continuing excellent service.

Perhaps one of the most significant contributions the Indiana Career Resource Center has made to Indiana educators is the idea that there are alternatives to educating Indiana's youth. Many expressions of appreciation have centered on comments that relate a renewed dedication by educators to attempt some new avenue in educating youngsters. This call from educators for information, materials, and curriculum assistance continues to persist.

The future activities of the Indiana Career Resource Center will call for increased awareness and preparation of its staff. These new concerns will demand increased development and skill of the staff members to meet the challenges of these new variations on career themes. Some examples of these are the following:

1. The need for staff members to assist groups of women with examining new opportunities in the work force.
2. The need for staff members to assist the migrant program and support their efforts of providing job information.
3. The need for supporting the request from people concerned with continuing and recurrent education for adults in Indiana.
4. The need for staff members to act as liaison between industry and educational institutions to take advantage of the contribution each can make to the other.
5. The need for supporting the efforts of those people concerned with the education and assistance of exceptionalities in our schools.

6. The need for staff expertise in new concepts of value clarification and group procedures methodology that are integral parts to the conceptual base of career education.

Taken as a whole, these challenges to staff awareness and preparedness might be seen as goals for the coming year. If that is the case, the expected reaction of the members of the staff will be a positive response to again meet the challenge.

# APPENDIX A

## PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

July, 1973

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 7-9 | St. Francis College | Ft. Wayne | Allen | 31 |
| | St. Francis College | Ft. Wayne | Allen | 20 |
| 7-10 | Ft. Wayne School Corp. | Ft. Wayne | Allen | 9 |
| 7-11 | Andrews College | Berrien Springs (Mich.) | Berrien | 6 |
| 7-16 | Misha-Bend Kiwanis | Mish. & So. Bend | St. Joseph | 40 |
| 7-18 | Purdue University | Calumet | Lake | 31 |
| 7-24 | Elcep (Career Project) | Elkhart | Elkhart | 11 |
| 7-26 | Wayne Twp. Schools | Indianapolis | Marion | 35 |
| 7-31 | IUPUI | Indianapolis | Marion | 45 |

# PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

August, 1973

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 8-1 | IUPUI | Indianapolis | Marion | 50 |
| 8-2 | Elcep | Elkhart | Elkhart | 20 |
| 8-8 | IU - Bloomington | Bloomington | Monroe | 23 |
| 8-13 | Illinois Bell | Chicago, Ill | | 6 |
| 8-16 | Migrant Group | South Bend | St. Joseph | 31 |
| 8-22 | IUSB (Dr. Yutzy) | South Bend | St. Joseph | 32 |
| 8-31 | Marshall School | South Bend | St. Joseph | 33 |

# PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

September, 1973

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 9-5 | Madison Elementary | Warsaw | Kosciusko | 27 |
| 9-7 | IUSB (Dr. Yutzy) | South Bend | St. Joseph | 8 |
| 9-10 | Southern Career Center | Huntingburg | Dubois | 5 |
| 9-11 | South Bend Schools (Kraft) | South Bend | St. Joseph | 40 |
| 9-12 | Southern Career Center | South Bend | St. Joseph | 38 |
| 9-14 | IUSB (Dr. Yutzy) | South Bend | St. Joseph | 32 |
| 9-19 | Madison Elementary | Warsaw | Kosciusko | 29 |
| 9-24 | Madison Elementary PTA | Warsaw | Kosciusko | 93 |
| 9-26 | Elcep | Elkhart | Elkhart | 4 |

## PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

October, 1973

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 10-3 | IUSB | South Bend | St. Joseph | 2 |
| | Elcep | Elkhart | Elkhart | 100 |
| 10-4 | IUSB | South Bend | St. Joseph | 12 |
| 10-9 | IUSB | South Bend | St. Joseph | 30 |
| | Ft. Wayne School | Ft. Wayne | Allen | 3 |
| | Elcep | Elkhart | Elkhart | 6 |
| 10-10 | Elcep | Elkhart | Elkhart | 6 |
| 10-11 | Illinois Bell | Chicago, Ill. | | 3 |
| | IUSB | South Bend | St. Joseph | 30 |
| 10-12 | Coop-Coordinators | South Bend | St. Joseph | 3 |
| 10-15 | Oakhill Elementary | Lowell | Lake | 24 |
| | N. Judson High School | North Judson | Starke | 10 |
| 10-16 | Marshall School | South Bend | St. Joseph | 12 |
| | So. Putnam School | Greencastle | Putnam | 15 |
| | Mishawaka Schools | Mishawaka | St. Joseph | 12 |
| 10-17 | Indian Creek | Trafalgar | Johnson | 20 |
| | IUSB | South Bend | St. Joseph | 12 |
| 10-18 | IUSB | South Bend | St. Joseph | 10 |
| 10-22 | McIntire Ed. Center | Michigan City | LaPorte | 15 |
| 10-23 | Marshall School | South Bend | St. Joseph | 10 |
| 10-24 | IUPUI | Indianapolis | Marion | 60 |
| 10-25 | Tippecanoe School Corp. | Lafayette | Tippecanoe | 8 |
| 10-29 | Wabash Schools | Wabash | Wabash | 3 |

October, 1973 - continued

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 10-30 | Marshall School | South Bend | St. Joseph | 10 |
| | Northern Regional Ctr. | Winamac | Starke | 20 |
| | Elcep | Elkhart | Elkhart | 3 |
| 10-31 | Oaklawn Comm. Schools | Oaklawn, Ill | | 2 |

# PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

November, 1973

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 11-1 | Ft. Wayne Schools | Ft. Wayne | Allen | 35 |
| | Coop. Education | Indianapolis | Marion | 50 |
| 11-2 | Elcep | Elkhart | Elkhart | 15 |
| 11-5 | Tippecanoe Schools | Lafayette | Tippecanoe | 40 |
| 11-6 | Marshall School | South Bend | St. Joseph | 8 |
| | Purdue University | Lafayette | Tippecanoe | 20 |
| 11-7 | North West Elementary | Kokomo | Howard | 35 |
| 11-8 | Northern Regional Ctr. | Gary | Lake | 20 |
| | Warsaw Schools | Warsaw | Kosciusko | 6 |
| 11-9 | Westview Jr. Sr. H. S. | Topeka | LaGrange | 68 |
| | IUSB | South Bend | St. Joseph | 10 |
| 11-13 | Marshall School | South Bend | St. Joseph | 10 |
| | IUSB | South Bend | St. Joseph | 25 |
| 11-15 | IUSB | South Bend | St. Joseph | 57 |
| 11-17 | Camp Fire Girls | South Bend | St. Joseph | 12 |
| 11-19 | Harrison Jr. H. S. | Merrillville | Lake | 10 |
| 11-20 | Northern Regional Ctr. | LaPorte | LaPorte | 20 |
| 11-21 | Plymouth H. S. | Plymouth | Marshall | 16 |
| 11-27 | Columbia City H. S. | Columbia City | Whitley | 20 |
| 11-28 | Elcep | Elkhart | Elkhart | 60 |

# PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

December, 1973

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 12-3 | Ind. Ass'n of Women's Deans | South Bend | St. Joseph | 1 |
| 12-4 | Indiana Bell | South Bend | St. Joseph | 3 |
| 12-5 | IUSB | South Bend | St. Joseph | 40 |
| 12-5 | Rensselaer High School | Rensselaer | Jasper | 8 |
| 12-6 | Rensselaer High School | Rensselaer | Jasper | 23 |
| 12-10 | Elcep | Elkhart | Elkhart | 4 |
| 12-11 | Merrillville School | Merrillville | Lake | 2 |
| 12-12 | Elcep | Elkhart | Elkhart | 44 |
| 12-14 | Lakeland School Corp. | Syracuse | Kosciusko | 3 |

# PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

January, 1974

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 1/2 | Counselees | So. Bend (Center) | St. Joseph | 2 |
| 1/3 | ELCEP | Elkhart | Elkhart | 58 |
| 1/4 | Hawthorne School | Elkhart | Elkhart | 62 |
| 1/7 | Royal Center School | Royal Center | Cass | 2 |
|  | School Children | Nappanee | Elkhart | 22 |
| 1/8 | Task Force | So. Bend | St. Joseph | 6 |
| 1/9 | Career Guidance In. | So. Bend | St. Joseph | 5 |
| 1/10 | Lowel Elem. School | Lowell | Lake | 25 |
|  | Warren School | Warren Twp. | St. Joseph | 28 |
| 1/11 | Dept.of Public Inst. | Indianapolis | Marion | 24 |
| 1/14 | Elkhart Central | Elkhart | Elkhart | 35 |
| 1/14 | Career Ed. Consult. | South Bend | St. Joseph | 1 |
| 1/15 | Bristol School | Bristol | Elkhart | 54 |
| 1/16 | Career Guidance In. | So. Bend | St. Joseph | 65 |
| 1/17 | Task Force | So. Bend | St. Joseph | 35 |
|  | G 543 Class | So. Bend | St. Joseph | 17 |
| 1/18 | East Tipp H.S. | Lafayette | Tippecanoe | 14 |
| 1/19 | Ind. Assoc. of Women's Deans | So. Bend | St. Joseph | 3 |
| 1/21 | Wabash Schools | Wabash | Wabash | 140 |
|  | Fort Wayne Schools | Fort Wayne | Allen | 3 |
|  | Manpower Comm. | Indianapolis | Marion | 3 |
| 1/22 | Shelbyville School | Shelbyville | Shelby | 30 |
|  | Washington H.S. | So. Bend | St. Joseph | 60 |
|  | Muncie Schools | Muncie | Delaware | 4 |
| 1/23 | New Albany Schls. | New Albany | Floyd | 12 |

## PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

January, 1974

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 1/23 (cont.) | Young School | So. Bend | St. Joseph | 31 |
| | Counselees | So. Bend (Center) | St. Joseph | 2 |
| 1/24 | ELCEP | Elkhart | Elkhart | 25 |
| 1/24 | IUPUI Class | Indianapolis | Marion | 30 |
| | G 543 Class | So. Bend (IUSB) | St. Joseph | 17 |
| 1/25 | Y.W.C.A. | So. Bend | St. Joseph | 45 |
| | Scott Middle School (Hammond) | So. Bend | St. Joseph | 3 |
| | Kalamazo, Mich | So. Bend (Center) | St. Joseph | 9 |
| 1/28 | ELCEP | Elkhart | Elkhart | 22 |
| | St. Joseph College | East Chicago | Lake | 26 |
| 1/29 | Task Force | So. Bend | St. Joseph | 8 |
| 1/29 | ELCEP | Elkhart | Elkhart | |
| | ELCEP | Elkhart | Elkhart | 22 |
| | | | | 40 |
| 1/30 | ELCEP | Elkhart | Elkhart | 6 |
| 1/31 | Counselee | So. Bend (Center) | St. Joseph | 1 |
| | G 543 Class | So. Bend (IUSB) | St. Joseph | 17 |
| 1/31 | Vocational Task Force | " " (Center) | " " | 6 |
| 1/31 | ELCEP | Elkhart | Elkhart | 20 |

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## PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

February, 1974

| Date | Group | City | County | Number |
|---|---|---|---|---|
| 2/1 | Career Guidance Inst. | So. Bend | St. Joseph | 28 |
| | Clay Middle School | So. Bend (center) | St. Joseph | 1 |
| | Counselee | So. Bend (center) | St. Joseph | 1 |
| 2/2 | Counselee | So. Bend (center) | St. Joseph | 1 |
| 2/4 | Manpower Comm. | Indianapolis | Marion | 6 |
| | Nappanee Schools | Nappanee | Elkhart | 6 |
| 2/5 | Fort Wayne Schools | Fort Wayne | Allen | 75 |
| | Bristol Schools | Bristol | Elkhart | 27 |
| 2/6 | Dr. Yutzy Class | So. Bend (IUSB) | St. Joseph | 75 |
| | Dr. Redwine Class | So. Bend (IUSB) | St. Joseph | 27 |
| | Street Academy | So. Bend | St. Joseph | 3 |
| | Counselee | " " | " " | 1 |
| | Career Guidance Inst. | So. Bend | St. Joseph | 22 |
| 2/7 | ELCEP | Elkhart | Elkhart | 52 |
| | Model City | So. Bend | St. Joseph | 12 |
| | G 543 Class | So. Bend (IUSB) | St. Joseph | 17 |
| 2/8 | Tri - State College | Angola | Steuben | 20 |
| | Saint Patrick School | So. Bend | St. Joseph | 30 |
| 2/9 | Saint Joseph College (East Chicago) | So. Bend | St. Joseph | 26 |
| 2/11 | Gov. Manpower Conf. | Indianapolis | Marion | 40 |
| 2/12 | ELCEP | Elkhart | Elkhart | 30 |
| 2/13 | Lakeland Schl. Corp | Syracuse | Kosciusko | 15 |
| | Task Force Consulting | South Bend | St. Joseph | 1 |
| 2/14 | Dr. Devine Class | So. Bend (IUSB) | St. Joseph | 20 |
| | Lakeland Schl. Corp. | Syracuse | Kosciusko | 10 |
| | G 543 Class | So. Bend(IUSB) | St. Joseph | 17 |

## PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

February, 1974 (cont.)

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 2/15 | Task Force | So. Bend (Center) | St. Joseph | 8 |
| | Elkhart Central H. S. | Elkhart | Elkhart | 32 |
| | Consultation | South Bend (Center) | St. Joseph | 2 |
| | Counselee | So. Bend (Center) | St. Joseph | 2 |
| 2/18 | Lakeland Schol Corp. | Syracuse | | 10 |
| | Chamber of Commerce | So. Bend | St. Joseph | 5 |
| | Sister Diane | So. Bend (Center) | St. Joseph | 3 |
| 2/19 | Project EVE | Arlington Heights, Ill | | 4 |
| | Women in Careers | So. Bend | St. Joseph | |
| | Counselee | So. Bend (Center) | St. Joseph | 1 |
| 2/20 | East Brook H. S. | Marion | Marion | 30 |
| | Manpower | Indianapolis | Marion | 2 |
| 2/21 | Counselee | So. Bend (Center) | St. Joseph | 2 |
| | G 543 Class | So. Bend (IUSB) | St. Joseph | 17 |
| 2/22 | Hawthorne School | Elkhart | Elkhart | 26 |
| | YWCA | So. Bend | St. Joseph | 8 |
| | Counselee | So. Bend (Center) | St. Joseph | 1 |
| 2/25 | St. Joseph College | East Chicago | Lake | 26 |
| | Counselee | So. Bend (Center) | St. Joseph | 1 |
| | IU Bloomington Counseling and Guidance (Bob Gibson) | So. Bend (Center) | St. Joseph | 2 |
| 2/26 | Dr. Duvall Class | So. Bend (IUSB) | St. Joseph | 26 |
| | Dr. Redwine Class | So. Bend (IUSB) | St. Joseph | 18 |
| | Valparaiso Schools | So. Bend (Center) | St. Joseph | 2 |
| | Counselee | So. Bend (Center) | St. Joseph | 2 |

## PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

February, 1974 (cont.)

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 2/27 | Tom Garrison Class | Indianapolis | Marion | 40 |
| | Task Force Consultation | So. Bend | St. Joseph | 1 |
| 2/28 | G 543 Class | So. Bend (IUSB) | St. Joseph | 17 |
| | Manpower Skill Center | So. Bend | St. Joseph | 12 |
| | Materials Demonstration | Indianapolis | Marion | 8 |

## PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

March, 1974

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 3/1 | Wabash Schools | Wabash | Wabash | 75 |
| | IPGA | Indianapolis | Marion | 10 |
| 3/2 | IPGA | Indianapolis | Marion | 10 |
| 3/4 | Northern Reg. Center | So. Bend | St. Joseph | 20 |
| | Saint Monica School | So. Bend | St. Joseph | 10 |
| 3/5 | Counselee | So. Bend (Center) | St. Joseph | 1 |
| | Career Guidance Inst. | So. Bend | St. Joseph | 10 |
| | Dr. Redwine Class | So. Bend (IUSB) | St. Joseph | 18 |
| | Coordinators | So. Bend | St. Joseph | 15 |
| 3/6 | Don Varnholt | So. Bend (Center) | St. Joseph | 1 |
| | Dr. Redwine Class | So. Bend (IUSB) | St. Joseph | 18 |
| | IUSB ED. Faculty | So. Bend (IUSB) | St. Joseph | 20 |
| | Counselee | So. Bend (Center) | St. Joseph | 40 |
| 3/7 | Task Force | So. Bend | St. Joseph | 5 |
| | Manpower Skills Center | So. Bend | St. Joseph | 15 |
| | Dr. Jane Miller | Mishawaka | St. Joseph | 7 |
| | Counselee | So. Bend | St. Joseph | 1 |
| | G 543 Class | So. Bend (IUSB) | St. Joseph | 17 |
| 3/8 | Washington H. S. | So. Bend | St. Joseph | 8 |
| | Career Ed. Consultation | So. Bend (Center) | St. Joseph | 1 |
| | Young School | Mishawaka | St. Joseph | 10 |
| 3/11 | Career Guidance Inst. | So. Bend | St. Joseph | 28 |
| | Franklin H. S. | Franklin | Franklin | 1 |
| | Saint Joseph College | East Chicago | Lake | 1 |
| 3/12 | Schmucker School | Mishawaka | St. Joseph | 40 |
| | Women's Worry Clinic | So. Bend | St. Joseph | 300 |

## PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

March, 1974 (cont.)

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 3/13 | Fred Menchinger Class | So. Bend (IUSB) | St. Joseph | 7 |
| | Rehabilitation Office | So. Bend | St. Joseph | 2 |
| | Career Guidance Inst. | So. Bend | St. Joseph | 10 |
| | Home Ec. Extension Agents | So. Bend (Center) | St. Joseph | 3 |
| 3/14 | Skill Center | So. Bend | St. Joseph | 60 |
| | G 543 Class | So. Bend (IUSB) | St. Joseph | 17 |
| 3/15 | Women's Deans | Indianapolis | Marion | 5 |
| 3/16 | Women's Deans | Indianapolis | Marion | 50 |
| 3/18 | Women in Construction | So. Bend | St. Joseph | 25 |
| | Career Ed. Consultation | So. Bend (Center) | St. Joseph | 2 |
| | Counselees | So. Bend (Center) | St. Joseph | 2 |
| 3/19 | Fort Wayne Schools | Fort Wayne | Allen | 10 |
| 3/20 | Fort Wayne Schools | Fort Wayne | Allen | 12 |
| 3/21 | Eash Chicago Schools | East Chicago | Lake | 35 |
| | Career Guidance Inst. | So. Bend | St. Joseph | 10 |
| | Hamilton School | So. Bend | St. Joseph | 2 |
| | G 543 Class | So. Bend (IUSB) | St. Joseph | 17 |
| 3/22 | Manpower | So. Bend | St. Joseph | 7 |
| | Counselee | So. Bend | St. Joseph | 1 |
| | Data Collection Research | So. Bend | St. Joseph | 158 |
| | Task Force | So. Bend | St. Joseph | 5 |
| 3/25 | Lincoln Elem. School | Elkhart | Elkhart | 26 |
| 3/26 | Fred Menchinger Class | So. Bend (IUSB) | St. Joseph | 30 |
| | ELCEP Class | Elkhart | Elkhart | 32 |
| | ERIC Staff | So. Bend (Center) | St. Joseph | 6 |

## PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

March, 1974 (cont.)

| Date | Group | City | County | Numbers |
|---|---|---|---|---|
| 3/27 | Career Guidance Inst. | So. Bend | St. Joseph | 28 |
| | Dr. Niemi Class | So. Bend (IUSB) | St. Joseph | 25 |
| 3/28 | Life Plan Session | So. Bend | St. Joseph | 39 |
| | G 543 Class | So. Bend (IUSB) | St. Joseph | 17 |
| 3/29 | Hobart Schools | Hobart | Lake | 40 |

# PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

April, 1974

| Date | Group | City | County | Number |
|---|---|---|---|---|
| 4-2 | Board of Vocat.Educators | Indianapolis | Marion | 14 |
| 4-4 | Mullen School | Michigan City | LaPorte | 55 |
| 4-9 | American Personnel and Guidance | New Orleans, La. | | 15 |
| 4-15 | Women's Task Force | South Bend | St. Joseph | 10 |
| | | | | 3 |
| 4-16 | Lakeland School | Syracuse | Kosciusko | 15 |
| | Carleton Financial Corp. | South Bend | St. Joseph | 10 |
| 4-18 | Memorial Hospital | South Bend | St. Joseph | 25 |
| | Hamilton School | South Bend | St. Joseph | 35 |
| | Mullen School | Michigan City | LaPorte | 55 |
| | Indiana Personnel Assoc. | Notre Dame | St. Joseph | 60 |
| 4-20 | Career Task Force Symposium | South Bend | St. Joseph | 60 |
| 4-22 | Albion Central | Albion | Noble | 150 |
| | PTA Council-P. Navarre | South Bend | St. Joseph | 30 |
| 4-23 | Sibley Foundry | South Bend | St. Joseph | 20 |
| 4-23 | IUSB - Special Services | South Bend | St. Joseph | 1 |
| | ELCEP | Elkhart | Elkhart | 55 |
| 4-24 | Lake Ridge School | Gary | Lake | 30 |
| 4-25 | Hansel Center | South Bend | St. Joseph | 100 |
| 4-29 | Governor's Confer. | Indianapolis | Marion | Confer. |
| 4-30 | " " | " | " | " |
| 4-30 | Migrant Workshop | South Bend | St. Joseph | 8 |
| 4-30 | Volunteer Bureau Conference | South Bend | St. Joseph | 200 |

## PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

May, 1974

| Date | Group | City | County | Number |
|---|---|---|---|---|
| 5-1 | IUPUI | Brownsburg | Hendricks | 30 |
| | Indiana State | Merrilville | Lake | 30 |
| 5-2 | IUPUI | Greensburg | Decator | 25 |
| 5-3 | Eastern High School | Pekin | | 2 |
| 5-6 | Holy Cross | South Bend | St. Joseph | 30 |
| | Youth Advocacy | " " | " " | 4 |
| 5-7 | Migrant Workshop | South Bend | St. Joseph | 8 |
| | Counselor Meeting | South Bend | St. Joseph | 8 |
| | Career Guidance Institute | South Bend | St. Joseph | 22 |
| 5-9 | Carmel | Carmel, IN | Marion | 20 |
| 5-10 | State Dept. Vocational Ed. Share | Indianapolis | Marion | Confer |
| 5-14 | South Bend Schools (Jr. High Counselors) | South Bend | St. Joseph | 60 |
| | Tri State College | South Bend | St. Joseph | 1 |
| | LaSalle High School | South Bend | St. Joseph | 20 |
| 5-15 | Migrant Workshop | South Bend | St. Joseph | 6 |
| 5-15 | YWCA COG Program | South Bend | St. Joseph | 1 |
| 5-16 | Counselees | South Bend (Center) | St. Joseph | 3 |
| 5-20 | Migrant Teacher | South Bend | St. Joseph | 1 |
| 5-20 | Counselee | South Bend | St. Joseph | 1 |
| 5-21 | South Bend Schools | South Bend | St. Joseph | 10 |
| | Migrant Workshop | South Bend | St. Joseph | 6 |
| 5-23 | Women Career Task Force | South Bend | St. Joseph | 10 |
| 5-24 | Michigan State Un. | Lansing | | 13 |
| 5-28 | Wayne School Corp. | Indianapolis | Marion | 3 |
| | Migrant Workshop | South Bend | St. Joseph | 4 |
| | Counselee (Center) | South Bend | St. Joseph | 2 |
| 5-29 | Fulton Jr. High School | Indianapolis | Marion | 6 |
| | Lawrence Schools | Lawrence, Michigan | | 6 |

## PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

May, 1974 cont.

| Date | Group | City | County | Number |
|---|---|---|---|---|
| 5-30 | Directors of Guidance | " " | " " | 1 |
| 5-31 | ELCEP | Elkhart | Elkhart | 1 |

## PRESENTATIONS AND OTHER ACTIVITY OF THE STAFF

June, 1974

| Date | Group | City | County | Number |
|---|---|---|---|---|
| 6-5 | Task Force | South Bend | St. Joseph | 40 |
| 6-6 | Advisory Group | Hammond | Lake | 23 |
| 6-10 | Purdue University | South Bend | St. Joseph | 4 |
| 6-11 | Chamberlin School | Goshen | Elkhart | 4 |
| | ELCEP Consultation | Elkhart | Elkhart | 1 |
| 6-12 | IUSB | South Bend | St. Joseph | 30 |
| | IUSB | South Bend | St. Joseph | 36 |
| | Manpower Skills Center | South Bend | St. Joseph | 12 |
| 6-13 | Migrant Workshop | Geneva Center | Fulton | 40 |
| 6-14 | ELCEP Consultation | Elkhart | Elkhart | 1 |
| 6-18 | Chamberlin School | Goshen | Elkhart | 30 |
| 6-19 | IUSB | South Bend | St. Joseph | 24 |
| 6-20 | IUSB | South Bend | St. Joseph | 24 |
| 6-25 | St. Francis College | Fort Wayne | Allen | 21 |
| 6-30 | Indiana University | Bloomington | Brown | 42 |

# APPENDIX B

The following reports resulted from the involvement of the Indiana Career Resource Center staff with the ELCEP staff and Elkhart career education teachers and counselors. The evaluation was developed as a unit in the career education workshop and the results are shown in this appendix. Each teacher and counselor used the evaluation form to analyze his project outcome.

There are three sets of evaluation summaries in this appendix. One for elementary, one for secondary and one for guidance staff.

In addition to ELCEP evaluations a summary evaluation report and sample instrument are included. This summary relates to the Occupational Information graduate course.

## ELCEP

## Teacher Project Evaluation

This is your evaluation of your project in the Career Education course.

Please feel free to comment on any items.

NAME: ______________________
teacher

Course No. ELCEP

Your project name: Composite of Guidance Component Responses

Grade level of the project: ______________

Number of students involved: ______________

Component: [✓ Elem.] Secondary Guidance

Indicate the broad goal or goals most appropriate to your project:

8 Relevance of Curriculum

7 Career Awareness of Teaching Staff

8 Self Concept

15 Student Career Awareness

4 Instructional Strategies

2 Staff Effectiveness

## Relevance of the Curriculum

1. Do the career education students see the relationship between academic skills learned in school and the world of work better than non-career education students?

A) Can students name academic skills needed for occupations studied?

yes 14 no 1 doesn't apply 3

B) Do students show improved academic performance as a result of Career Education study?

yes 13 no 2 doesn't apply 1

interest was very high
unable to tell yet

2. Do the career education students see the relationship between social skills learned in school and the world of work better than non-career education students?

A) Do students have increased efficiency in group participation (responsiveness, cooperation, promptness, leadership responsibility)?

yes 17 no ____ doesn't apply 1

B) Are there fewer incompleted task as a result of your career education projects?

yes 8 no 5 doesn't apply 5

for independent work

C) Are there fewer times the teacher must use discipline measures as a result of career education oriented classes?

yes 10 no 4 doesn't apply 4

absolutely

3. Do the career education teacher participants utilize opportunities in the classroom to relate school to work?

A) As a result of your project have you found more opportunities to show the relationship between school and work?

yes 16 no ____ doesn't apply 11

2 I can't tell

B) Does your teaching plans include more discussion experiences and field trips related to showing relationship between school and work?

yes 17 no ____ doesn't apply 1

C) Check methods listed below used in classroom to relate school to the world of work:

13 Role-Playing
12 Simulation
12 Resource Person
15 A-V material
4 Plays

17 Field-trips
17 Discussion Total Class
2 Debate
15 Research
11 Other List
Building Instruments
Press Conference
Art work - painting of artifacts
Clay tablets

Students became tired of making a mosaic in art which brought up a discussion of factory assembly lines. Families careers, interviewing with family

D) List spontaneous situations in which students were exposed to careers.
Watch construction of digging - placing of sewer pipes for Bristol's Disposal Plant. Simulated situation where a plot of land was purchased by the students for beautification Thus gardening, landscaping Career (Awareness of Teaching Staff) transportation and art incorpo

4. Can participating teachers recognize relationships between academic subjects and career requirements?

A) Did the teacher recognize career requirements that related to her academic subject?

yes 18 no ____ doesn't apply ____

B) Did the teacher set as a teaching goal, finding work related activities for each subject area?

yes 11 no 6 doesn't apply 1

5. Do teachers provide experiences that teach the relationships in item 4?

A) Did the teacher provide classroom experiences that taught the relationship between academic subjects and career requirements?

yes 13 no 3 doesn't apply 2

B) Did the teacher provide an outside experience that taught the relationship between an academic subject and a career requirement?

yes 15 no ____ doesn't apply 3

6. What is the level of teacher time utilization in relating school to work?

A) Did the teaching time or length of a unit have to be increased?

yes 12 no 5 doesn't apply 1

B) Did the teacher's planning time:

1. increase slightly 7 (with help of ELCEP staff)
2. increase greatly 5 (without the help of ELCEP it would have increased more)
3. remain the same 5

1 no ans.

## Self Concept

7. Do students in career education show significantly greater self concept than students not in the program?

A) Is there more spontaneous ~~discussion~~ questions of their feelings about future career choices? The fact is that all became involved rather than just those who are alert

yes 16 no ____ doesn't apply 2

(However, at 2nd gr. they are so impressionable they are beginning to think, however) Actually time is spent talking about interesting possibilities anyway, but actually following up on a career has added a third dimension.

B) Students show more confidence in themselves through:

17 greater participation in class activities
5 more self-initiated projects
7 assuming leadership (some)
I have a very outgoing class which has shown these characteristics from Sept. on - no change - still outgoing.

8. Do students in career education show significantly greater achievement motivation than those not in the program?

A) Does student make more use of career related materials?

yes 6 no 1 none observed happening doesn't apply 11 have nothing to compare with.

B) Does student voluntarily bring in materials or volunteer information about careers?

yes 16 mostly their parents' careers no 1 doesn't apply 1

9. Do students in the career education program show greater social maturity than those not in the program?

A) Do students listen more attentatively to others?

yes 9 no 4 not perceived yet doesn't apply 3
1 yes & No - Depends on how well that person relates to children

B) Is communication better between: difficult to measure any significant change

students and students yes 15 no 2
students and teacher yes 15 no 2 no noticeable difference

### Student Career Awareness

10. Are career education junior high students aware of the local job market, specifically entry level requirements?

A) Are students able to state job opportunities available in the area?

yes 3 no ____ doesn't apply 15

B) Can students identify tasks and skills of occupations?

yes 4 no ____ doesn't apply 14

C) Is there evidence that students are seeking additional information about jobs other than the high profile examples? (doctor, lawyer, teacher)

yes 3 no 1 doesn't apply 13

11. Can junior and senior high students relate their high school program of studies to various occupations?

A) Can students identify ways in which school subjects are relevant or useful within a given occupation or cluster of jobs?

yes__________ no__________ doesn't apply 18

B) Is there an increase in the incidence of career education activities initiated by the students?

yes__________ no__________ doesn't apply 18

12. Do elementary students know the kind of work their families do to gain income?

A) Can students generate activities that support evidence or indicate that they are aware of occupations within the family?

yes 14 no__________ doesn't apply 3 don't know

B) Are students able to correctly answer questions related to their parents occupation?

yes 13 no__________ doesn't apply 4 don't know
some

## Instructional Strategies

13. What techniques advocated by the career education staff are teachers implementing?

A) Check each of the following techniques you have implemented in your career education activity.

15 Role-Playing
4 Games
7 Puppetry
10 Simulation
12 Interviewing
17 Field Trips
10 Small-group interaction

12 Resource Persons
5 Learning Centers (use of commercial materials)
7 Inquiry (individual research)
7 Picture collections
11 Actual work experience (hands-on)
____ Other Essays
Discussion

14. What is the level of use of these techniques? I think they were all equally effective and interrelated

A) Of the techniques you used, rank in order of effectiveness (from most effective to least effective).

1. Actual Work Experience
2. Simulation
3. Field Trip
4. Resource People
5. Small Group Interaction
6 Role-Playing
7. Interviewing
8. Learning Centers
9. Picture Collections
10. Puppetry
11. Games
12. Inquiry

15. Do career education classes show more student-teacher interaction than non-career education classes?

A) Is there more interaction between students during career-ed activity?

at times
yes 17 no ____ doesn't apply ____ 1 no resp.

B) Is there more interaction between student and teacher during class activity?

at times
yes 14 no 1 doesn't apply 11 always lots of this kind of interaction in my room 1 no response.

C) Is there more discussion (with teachers or with other students) of class activity during non-instructional time?

yes 15 definitely no 1 doesn't apply ____ 11 no resp.

## Staff Effectiveness

16. Was the performance of the Career Education staff effective in the opinions of teachers, principals, and other administrators in the following areas:

Conducting in service (Much impressed with 3 onsite resource people)

A) Are regular meetings being held to update career education information and ideas?

yes 13 no 3 doesn't apply ____ almost too much materia to read & keep up with
11 no response

B) Were participants motivated to attempt career education activities after in service? very much so

yes 15 no ____ doesn't apply 1 11 no response
Most of the motivation comes from the enthusiasm of the involved teachers

Assisting with implementation

A) Was the ELCEP staff effective in assisting teachers to translate ideas into classroom activities?

14 very helpful  1 Somewhat helpful  11 no resp.
2 Helpful  ____ Not helpful

B) Did the ELCEP staff lend continuing support and encouragement for additional ideas and activities?

yes 16 no ____ doesn't apply ____ 11 no resp.

ELCEP staff very effective and helpful.

Arranging resources

A) Through cooperative efforts of ELCEP staff and administration, is a resource center being developed within (or for) the school or the entire project?

They are willing to help

yes 10 no 4 doesn't apply ________ 11 no resp.

B) Were the ELCEP staff members able to arrange for transportation, materials, etc. as needed to carry out activities?

yes 17 no ________ doesn't apply ________ 1 no resp.

C) Are resources being documented in the way of bibliographies, field trips, speakers bureau, etc.?

yes 10 no 3 doesn't apply ________

11 no resp. Scraps pictures album

Not sure, but believe so.
Not that I have seen.

Would hope ELCEP would get out to each school a suggested list of people and places that were found to be better than average. Ideas are circulating well.

I would also like to see a list for each school, stating what can be borrowed from the ELCEP office.

# ELCEP

## Teacher Project Evaluation

This is your evaluation of your project in the Career Education course.

Please feel free to comment on any items.

NAME: ______________________
teacher

Course No. ELCEP

Your project name: Composite of Guidance Component Responses

Grade level of the project: __________

Number of students involved: __________

Component: Elem. [✓ Secondary] Guidance

Indicate the broad goal or goals most appropriate to your project:

4 Relevance of Curriculum

3 Career Awareness of Teaching Staff

4 Self Concept

10 Student Career Awareness

3 Instructional Strategies

___ Staff Effectiveness

## Relevance of the Curriculum

1. Do the career education students see the relationship between academic skills learned in school and the world of work better than non-career education students?

   A) Can students name academic skills needed for occupations studied?

   yes 7 no ____ doesn't apply 4

   B) Do students show improved academic performance as a result of Career Education study?

   yes 5 no ____ doesn't apply 6

2. Do the career education students see the relationship between social skills learned in school and the world of work better than non-career education students?

   A) Do students have increased efficiency in group participation (responsiveness, cooperation, promptness, leadership responsibility)?

   yes 7 no ____ doesn't apply 4

   B) Are there fewer incompleted task as a result of your career education projects?

   yes 3 no 2 doesn't apply 6

   C) Are there fewer times the teacher must use discipline measures as a result of career education oriented classes?

   yes 3 no 4 doesn't apply 4

3. Do the career education teacher participants utilize opportunities in the classroom to relate school to work?

   A) As a result of your project have you found more opportunities to show the relationship between school and work?

   yes 8 no 1 doesn't apply 2

   B) Does your teaching plans include more discussion experiences and field trips related to showing relationship between school and work?

   yes 7 no 1 doesn't apply 3

   C) Check methods listed below used in classroom to relate school to the world of work:

   6 Role-Playing
   6 Simulation
   4 Resource Person
   6 A-V material
   1 Plays

   3 Field-trips
   7 Discussion
   2 Debate
   8 Research
   2 Other List
   Oral Reporting

D) List spontaneous situations in which students were exposed to careers.
Curosity - Students called resource people - students related class work to jobs.
Parent call into classroom to relate work - student discussions

## Career Awareness of Teaching Staff

4. Can participating teachers recognize relationships between academic subjects and career requirements?

A) Did the teacher recognize career requirements that related to her academic subject?

yes 9 no ____ doesn't apply 2

B) Did the teacher set as a teaching goal, finding work related activities for each subject area?

yes 8 no 1 doesn't apply 2

5. Do teachers provide experiences that teach the relationships in item 4?

A) Did the teacher provide classroom experiences that taught the relationship between academic subjects and career requirements?

yes 8 no ____ doesn't apply 3

B) Did the teacher provide an outside experience that taught the relationship between an academic subject and a career requirement?

yes 5 no 2 doesn't apply 3

6. What is the level of teacher time utilization in relating school to work?

A) Did the teaching time or length of a unit have to be increased?

yes 5 no 1 doesn't apply 4

B) Did the teacher's planning time:

1. increase slightly 5
2. increase greatly 4
3. remain the same 2

## Self Concept

7. Do students in career education show significantly greater self concept than students not in the program?

A) Is there more spontaneous discussion of their feelings about future career choices?

yes 7 no ____ doesn't apply 4

B) Students show more confidence in themselves through:

6 greater participation in class activities
7 more self-initiated projects
5 assuming leadership

8. Do students in career education show significantly greater achievement motivation than those not in the program?

A) Does student make more use of career related materials?

yes 6 no 1 doesn't apply 4

B) Does student voluntarily bring in materials or volunteer information about careers?

yes 7 no 1 doesn't apply 3

9. Do students in the career education program show greater social maturity than those not in the program?

A) Do students listen more attentatively to others?

yes 3 no 3 doesn't apply 5

B) Is communication better between:

students and students yes 6 no 1
students and teacher yes 7 no ____

## Student Career Awareness

10. Are career education junior high students aware of the local job market, specifically entry level requirements?

A) Are students able to state job opportunities available in the area?

yes 2 no 3 doesn't apply 6

B) Can students identify tasks and skills of occupations?

yes 7 no ____ doesn't apply 4

C) Is there evidence that students are seeking additional information about jobs other than the high profile examples? (doctor, lawyer, teacher)

yes 6 no 1 doesn't apply 4

11. Can junior and senior high students relate their high school program of studies to various occupations?

A) Can students identify ways in which school subjects are relevant or useful within a given occupation or cluster of jobs?

yes 8 no ______ doesn't apply 2

B) Is there an increase in the incidence of career education activities initiated by the students?

yes 2 no 5 doesn't apply 3

12. Do elementary students know the kind of work their families do to gain income?

A) Can students generate activities that support evidence or indicate that they are aware of occupations within the family?

yes 1 no ______ doesn't apply 9

B) Are students able to correctly answer questions related to their parents occupation?

yes 1 no ______ doesn't apply 9

### Instructional Strategies

13. What techniques advocated by the career education staff are teachers implementing?

A) Check each of the following techniques you have implemented in your career education activity.

7 Role-Playing
2 Games
1 Puppetry
6 Simulation
5 Interviewing
4 Field Trips
8 Small-group interaction
6 Resource Persons
8 Learning Centers (use of commercial materials)
8 Inquiry (individual research)
4 Picture collections
2 Actual work experience (hands-on)
2 Other Oral Reports

14. What is the level of use of these techniques?

A) Of the techniques you used, rank in order of effectiveness (from most effective to least effective).

1. Small group
2. Learning Center
3. Inquiry
4. Simulation
5. Role-playing
6. Resource Persons
7. Interviewing
8. Picture Collections
9. Actual Work
10. Oral Reports

15. Do career education classes show more student-teacher interaction than non-career education classes?

A) Is there more interaction between students during career-ed activity?

yes 6 no 1 doesn't apply 4

B) Is there more interaction between student and teacher during class activity?

yes 6 no 1 doesn't apply 4

C) Is there more discussion (with teachers or with other students) of class activity during non-instructional time?

yes 7 no ____ doesn't apply 4

## Staff Effectiveness

16. Was the performance of the Career Education staff effective in the opinions of teachers, principals, and other administrators in the following areas:

Conducting in service

A) Are regular meetings being held to update career education information and ideas?

yes 7 no 3 doesn't apply 1

B) Were participants motivated to attempt career education activities after in service?

yes 8 no 1 doesn't apply 2

Assisting with implementation

A) Was the ELCEP staff effective in assisting teachers to translate ideas into classroom activities?

| | |
|---|---|
| 7 very helpful | ____ Somewhat helpful |
| 3 Helpful | 1 Not helpful |

B) Did the ELCEP staff lend continuing support and encouragement for additional ideas and activities?

yes 8 no ____ doesn't apply 3

Arranging resources

A) Through cooperative efforts of ELCEP staff and administration, is a resource center being developed within (or for) the school or the entire project?

yes 6 no 4 doesn't apply 1

B) Were the ELCEP staff members able to arrange for transportation, materials, etc. as needed to carry out activities?

yes 6 no 1 doesn't apply 4

C) Are resources being documented in the way of bibliographies, field trips, speakers bureau, etc.?

yes 7 no 3 doesn't apply 1

## ELCEP

### Teacher Project Evaluation

This is your evaluation of your project in the Career Education course.

Please feel free to comment on any items.

NAME: ____________________
teacher

Course No. ELCEP

Your project name: Composite of Guidance Component Responses

Grade level of the project: ____________

Number of students involved: ____________

Component: Elem. Secondary [✓ Guidance]

Indicate the broad goal or goals most appropriate to your project:

1 Relevance of Curriculum

4 Career Awareness of Teaching Staff

___ Self Concept

6 Student Career Awareness

3 Instructional Strategies

___ Staff Effectiveness

D) List spontaneous situations in which students were exposed to careers.

## Career Awareness of Teaching Staff

4. Can participating teachers recognize relationships between academic subjects and career requirements?

A) Did the teacher recognize career requirements that related to her academic subject?

yes 4 no ___ doesn't apply 2

B) Did the teacher set as a teaching goal, finding work related activities for each subject area?

yes 4 no ___ doesn't apply 2

5. Do teachers provide experiences that teach the relationships in item 4?

A) Did the teacher provide classroom experiences that taught the relationship between academic subjects and career requirements?

yes 4 no ___ doesn't apply 2

B) Did the teacher provide an outside experience that taught the relationship between an academic subject and a career requirement?

yes 4 no ___ doesn't apply 2

6. What is the level of teacher time utilization in relating school to work?

A) Did the teaching time or length of a unit have to be increased?

yes ___ no 1 doesn't apply 5

B) Did the teacher's planning time:

1. increase slightly 4
2. increase greatly 1
3. remain the same ___

## Self Concept

7. Do students in career education show significantly greater self concept than students not in the program?

A) Is there more spontaneous discussion of their feelings about future career choices?

yes 2 no ___ doesn't apply 4

## Relevance of the Curriculum

1. Do the career education students see the relationship between academic skills learned in school and the world of work better than non-career education students?

A) Can students name academic skills needed for occupations studied?

yes ___3___ no ______ doesn't apply ___4___

B) Do students show improved academic performance as a result of Career Education study?

yes ___5___ no ______ doesn't apply ___2___

2. Do the career education students see the relationship between social skills learned in school and the world of work better than non-career education students?

A) Do students have increased efficiency in group participation (responsiveness, cooperation, promptness, leadership responsibility)?

yes ___5___ no ______ doesn't apply ___2___

B) Are there fewer incompleted task as a result of your career education projects?

yes ___3___ no ______ doesn't apply ___4___

C) Are there fewer times the teacher must use discipline measures as a result of career education oriented classes?

yes ___3___ no ___2___ doesn't apply ___2___

3. Do the career education teacher participants utilize opportunities in the classroom to relate school to work?

A) As a result of your project have you found more opportunities to show the relationship between school and work?

yes ___6___ no ______ doesn't apply ___1___

B) Does your teaching plans include more discussion experiences and field trips related to showing relationship between school and work?

yes ___6___ no ______ doesn't apply ___1___

C) Check methods listed below used in classroom to relate school to the world of work:

___3___ Role-Playing
______ Simulation
___4___ Resource Person
___4___ A-V material
______ Plays

___5___ Field-trips
___4___ Discussion
___1___ Debate
___4___ Research
______ Other List

B) Students show more confidence in themselves through:

4 greater participation in class activities
4 more self-initiated projects
4 assuming leadership

8. Do students in career education show significantly greater achievement motivation than those not in the program?

A) Does student make more use of career related materials?

yes 4 no ____ doesn't apply 2

B) Does student voluntarily bring in materials or volunteer information about careers?

yes 4 no ____ doesn't apply 2

9. Do students in the career education program show greater social maturity than those not in the program?

A) Do students listen more attentatively to others?

yes 4 no ____ doesn't apply 2

B) Is communication better between:

____ students and students yes 4 no ____
____ students and teacher yes 4 no ____

## Student Career Awareness

10. Are career education junior high students aware of the local job market, specifically entry level requirements?

A) Are students able to state job opportunities available in the area?

yes 5 no ____ doesn't apply 1

B) Can students identify tasks and skills of occupations?

yes 5 no ____ doesn't apply 1

C) Is there evidence that students are seeking additional information about jobs other than the high profile examples? (doctor, lawyer, teacher)

yes 5 no ____ doesn't apply 1

11. Can junior and senior high students relate their high school program of studies to various occupations?

A) Can students identify ways in which school subjects are relevant or useful within a given occupation or cluster of jobs?

yes 5 no ________ doesn't apply 1

B) Is there an increase in the incidence of career education activities initiated by the students?

yes 4 no 1 doesn't apply ________

12. Do elementary students know the kind of work their families do to gain income?

A) Can students generate activities that support evidence or indicate that they are aware of occupations within the family?

yes ________ no ________ doesn't apply 6

B) Are students able to correctly answer questions related to their parents occupation?

yes ________ no ________ doesn't apply 6

## Instructional Strategies

13. What techniques advocated by the career education staff are teachers implementing?

A) Check each of the following techniques you have implemented in your career education activity.

3 Role-Playing
1 Games
____ Puppetry
____ Simulation
5 Interviewing
6 Field Trips
4 Small-group interaction

5 Resource Persons
4 Learning Centers (use of commercial materials)
3 Inquiry (individual research)
3 Picture collections
5 Actual work experience (hands-on)
____ Other ________________

14. What is the level of use of these techniques?

A) Of the techniques you used, rank in order of effectiveness (from most effective to least effective).

1. Resource Persons
Hands on Experience
2. Field Trips
3. Interviewing
4. Learning Center

5. Role Playing
6. Small Group
7. Inquiry
8. Games
9. Picture Collecting
10. Individual Counseling

15. Do career education classes show more student-teacher interaction than non-career education classes?

A) Is there more interaction between students during career-ed activity?

yes 4 no ____ doesn't apply 2

B) Is there more interaction between student and teacher during class activity?

yes 4 no ____ doesn't apply 2

C) Is there more discussion (with teachers or with other students) of class activity during non-instructional time?

yes 4 no ____ doesn't apply 2

## Staff Effectiveness

16. Was the performance of the Career Education staff effective in the opinions of teachers, principals, and other administrators in the following areas:

Conducting in service

A) Are regular meetings being held to update career education information and ideas?

yes 3 no 3 doesn't apply ____

B) Were participants motivated to attempt career education activities after in service?

yes 5 no 1 doesn't apply ____

Assisting with implementation

A) Was the ELCEP staff effective in assisting teachers to translate ideas into classroom activities?

3 very helpful ____ Somewhat helpful 1 No Response to question

2 Helpful ____ Not helpful

B) Did the ELCEP staff lend continuing support and encouragement for additional ideas and activities?

yes 6 no ____ doesn't apply ____

Arranging resources

A) Through cooperative efforts of ELCEP staff and administration, is a resource center being developed within (or for) the school or the entire project?

yes 6 no ________ doesn't apply ________

B) Were the ELCEP staff members able to arrange for transportation, materials, etc. as needed to carry out activities?

yes 5 no ________ doesn't apply ________

C) Are resources being documented in the way of bibliographies, field trips, speakers bureau, etc.?

yes 6 no ________ doesn't apply ________

SECTION NUMBER IS G543 SPRING 1973-74 Occupational Information

THE STATEMENTS ARE LISTED BELOW. A U IN THE FIRST COLUMN INDICATES THAT DISAGREEMENT WITH THAT STATEMENT IS FAVORABLE.

| | STATEMENT | | | | PERCENT | | | NO |
|---|---|---|---|---|---|---|---|---|
| | NUMBER | STATEMENT | SA | A | U | D | SD | RES |
| | 1. | THIS COURSE HELD MY INTEREST. | 26.67 | 60.00 | 6.67 | 6.67 | 0.00 | .0 |
| U | 2. | I WOULD PREFER THAT INSTRUCTION PROVIDE MORE ATTENTION TO EACH INDIVIDUAL IN CLASS. | 0.00 | 6.67 | 6.67 | 53.33 | 33.33 | 0.0 |
| U | 3. | THE INSTRUCTOR DID NOT INTEGRATE, SYNTHESIZE, SUMMARIZE HIS UNITS OF INSTRUCTION. | 0.00 | 6.67 | 20.00 | 33.33 | 40.00 | 0.0 |
| | 4. | THE COURSE MATERIAL WAS VERY USEFUL. | 20.00 | 73.33 | 0.00 | 0.00 | 0.00 | 6.6 |
| U | 5. | ASSIGNMENTS IN GENERAL WERE LARGELY BUSY WORK. | 0.00 | 13.33 | 6.67 | 40.00 | 40.00 | 0.0 |
| U | 6. | THERE WAS NOT ENOUGH STUDENT PARTICIPATION IN THE CLASS. | 6.67 | 13.33 | 0.00 | 20.00 | 60.00 | 0.0 |
| | 7. | THE INSTRUCTOR HAS A THOROUGH KNOWLEGE OF THE SUBJECT MATTER. | → 73.33 | 26.67 | 0.00 | 0.00 | 0.00 | 0.0 |
| | 8. | MY KNOWLEGE OF THE SUBJECT MATTER IN THIS CLASS HAS ADVANCED SIGNIFICANTLY. | → 46.67 | 53.33 | 0.00 | 0.00 | 0.00 | 0.0 |
| U | 9. | THE TYPE OF TESTS WAS INAPPROPRIATE FOR THIS CLASS. | 0.00 | 0.00 | 33.33 | 0.00 | 6.67 | 60.0 |
| | 10. | THE GRADING PROCEDURE WAS FAIR. | 20.00 | 26.67 | 6.67 | 0.00 | 0.00 | 46.6 |
| | 11. | TIMING OF TESTS WAS ABOUT RIGHT FOR THIS CLASS. | 0.00 | 0.00 | 26.67 | 6.67 | 0.00 | 66.6 |
| U | 12. | WE NEEDED MORE OPPORTUNITIES TO APPLY THE MATERIAL IN THIS COURSE. | 0.00 | 26.67 | 6.67 | 60.00 | 6.67 | .0 |
| U | 13. | THE TIME DEMAND OF THIS COURSE WAS EXCESSIVE. | 0.00 | 0.00 | 13.33 | 53.33 | 33.33 | 0.0 |
| U | 14. | THIS CLASS MOVED THROUGH THE SUBJECT MATTER TOO RAPIDLY. | 6.67 | 0.00 | 6.67 | 53.33 | 33.33 | 0.0 |
| | 15. | THE COURSE WAS VERY WELL ORGANIZED. | 13.33 | 33.33 | 13.33 | 33.33 | 0.00 | 6.6 |
| U | 16. | THE COURSE MATERIAL WAS TOO DIFFICULT. | → 0.00 | 0.00 | 0.00 | 20.00 | 80.00 | 0.0 |
| | 17. | LECTURES WERE INTERESTING. | 13.33 | 46.67 | 20.00 | 13.33 | 0.00 | 6.6 |
| | 18. | THE INSTRUCTOR WAS WELL PREPARED FOR THE CLASS MEETINGS. | 13.33 | 66.67 | 13.33 | 6.67 | 0.00 | 0.0 |
| | 19. | THE INSTRUCTOR WAS PERSONALLY INTERESTED IN THE STUDENTS AS PEOPLE. | → 86.67 | 13.33 | 0.00 | 0.00 | 0.00 | 0.0 |
| | 20. | THE TEXTBOOK WAS READABLE. | 6.67 | 66.67 | 13.33 | 13.33 | 0.00 | 0.0 |
| U | 21. | THE TEXTBOOK WAS TOO THEORETICAL. | 13.33 | 13.33 | 20.00 | 46.67 | 6.67 | 0.0 |
| | 22. | THE TEXTBOOK EXPLANATIONS WERE CLEAR. | 6.67 | 40.00 | 40.00 | 6.67 | 0.00 | 6.6 |
| U | 23. | THE METHOD OF INSTRUCTION WAS WRONG FOR THIS CLASS. | 0.00 | 0.00 | 13.33 | 33.33 | 53.33 | 0.0 |
| | 24. | THE BASIS FOR GRADING WAS ALWAYS CLEAR. | 20.00 | 13.33 | 20.00 | 20.00 | 0.00 | 26.6 |
| | 25. | THE CONTENT OF THE TESTS COVERED THE COURSE CONTENT. | 0.00 | 13.33 | 26.67 | 0.00 | 0.00 | 60.0 |
| | 26. | THE ROLE OF THIS COURSE IN MY PROGRAM IS CLEAR TO ME. | → 33.33 | 66.67 | 0.00 | 0.00 | 0.00 | 0.0 |
| | 27. | THE INSTRUCTOR'S SPEAKING VOICE WAS PLEASANT. | 66.67 | 26.67 | 6.67 | 0.00 | 0.00 | .0 |
| U | 28. | THE CLASS SIZE WAS TOO LARGE. | 0.00 | 6.67 | 0.00 | 46.67 | 46.67 | 0.0 |
| | 29. | THIS COURSE IMPROVED MY PROBLEM-SOLVING ABILITY IN THIS SUBJECT AREA. | 20.00 | 60.00 | 20.00 | 0.00 | 0.00 | .0 |
| | 30. | I WOULD RECOMMEND THIS INSTRUCTOR TO A FRIEND. | → 60.00 | 40.00 | 0.00 | 0.00 | 0.00 | 0.0 |

RATINGS PERCENTAGES

| HIGHLY UNFAVORABLE | UNFAVORABLE | INDIFFERENT | FAVORABLE | HIGHLY FAVORABLE | NO RESPONSES |
|---|---|---|---|---|---|
| .89 | 6.44 | 11.33 | 39.56 | 32.22 | 9.56 |

# COURSE EVALUATION QUESTIONNAIRE

**BEST COPY AVAILABLE**

EXPECTED GRADE IN THIS COURSE

COURSE

YOUR SEX
MALE
FEMALE

YOUR CLASS
FRESHMAN
SOPHOMORE
JUNIOR
SENIOR
GRAD
OTHER

USE
PENCIL
ONLY

SAMPLE MARKS
a)
b)
c)
d)

## INSTRUCTIONS:

MARK SA IF YOU STRONGLY AGREE WITH THE ITEM.

MARK A IF YOU AGREE WITH THE ITEM BUT NOT STRONGLY.

MARK U IF YOU ARE UNDECIDED ABOUT THE STATEMENT.

MARK D IF YOU DISAGREE WITH THE ITEM BUT NOT STRONGLY.

MARK SD IF YOU STRONGLY DISAGREE WITH THE ITEM.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | SA | A | U | D | SD | This course held my interest. |
| 2 | SA | A | U | D | SD | I would prefer that instruction provide more attention to each individual in the class. |
| 3 | SA | A | U | D | SD | The instructor did not integrate, synthesize, summarize his units of instruction. |
| 4 | SA | A | U | D | SD | The course material was very useful. |
| 5 | SA | A | U | D | SD | Assignments in general were largely busy work. |
| 6 | SA | A | U | D | SD | There was not enough student participation in the class. |
| 7 | SA | A | U | D | SD | The instructor has a thorough knowledge of the subject matter. |
| 8 | SA | A | U | D | SD | My knowledge of the subject matter in this class has advanced significantly. |
| 9 | SA | A | U | D | SD | The type of tests was inappropriate for this class. |
| 10 | SA | A | U | D | SD | The grading procedure was fair. |
| 11 | SA | A | U | D | SD | Timing of tests was about right for this class. |
| 12 | SA | A | U | D | SD | We needed more opportunities to apply the material in this course. |
| 13 | SA | A | U | D | SD | The time demand of this course was excessive. |
| 14 | SA | A | U | D | SD | This class moved through the subject matter too rapidly. |
| 15 | SA | A | U | D | SD | The course was very well organized. |
| 16 | SA | A | U | D | SD | The course material was too difficult. |
| 17 | SA | A | U | D | SD | Lectures were interesting. |
| 18 | SA | A | U | D | SD | The instructor was well prepared for the class meetings. |
| 19 | SA | A | U | D | SD | The instructor was personally interested in students as people. |
| 20 | SA | A | U | D | SD | The textbook was readable. |
| 21 | SA | A | U | D | SD | The textbook was too theoretical. |
| 22 | SA | A | U | D | SD | The textbook explanations were clear. |
| 23 | SA | A | U | D | SD | The method of instruction was wrong for this class. |
| 24 | SA | A | U | D | SD | The basis for grading was always clear. |
| 25 | SA | A | U | D | SD | The content of the tests covered the course content. |
| 26 | SA | A | U | D | SD | The role of this course in my program is clear to me. |
| 27 | SA | A | U | D | SD | The instructor's speaking voice was pleasant. |
| 28 | SA | A | U | D | SD | The class size was too large. |
| 29 | SA | A | U | D | SD | This course improved my problem-solving ability in this subject area. |
| 30 | SA | A | U | D | SD | I would recommend this instructor to a friend. |

Comment

**INDIANA UNIVERSITY** BUREAU OF EDUCATIONAL STUDIES AND TESTING

# APPENDIX C

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Career digest

Volume 5, No. 8 June, 1974

Published Monthly by the Indiana Career Resource Center, 1205-09 South Greenlawn Avenue, South Bend IN 46615
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# CAREER EDUCATION OUTCOMES: FUTURE DIRECTIONS

Many of the directions being taken by career educators lead to specific benefits for the youth of this nation. This issue provides some lifting of the fog of ideas related to career education by focusing on practitioner statements of goals and expectations that are achievable.

Among the articles included in this year-end issue are a report on a recent telephone conversation with Dr. Kenneth B. Hoyt, informal progress assessments from participants in some of the Indiana schools involved in career education, and descriptions of two impressive career education evaluation projects.

We think this year's progress in career education has been substantial. We are glad to share these findings with you.

## TWO PERSPECTIVES ON CAREER EDUCATION

*by Carol Berry*

Participants of Indiana's Career Education Mini-Projects were invited last month to attend a one-day drive-in conference to share ideas, problems, and progress reports concerning their career education experiences during this past school year.

Among the highlights of the day's activities were a telephone conversation with Dr. Kenneth B. Hoyt in Washington, D. C. and informal interviews with individuals from a few of the Mini-Projects about their views of the progress of career education in their schools.

Through these two points of view we gain a broad perspective of the progress of career education, both nationally and as it is seen in our local schools.

### I. Dr. Hoyt

In his telephone conversation broadcast to the conferees through the courtesy of the Indiana Bell Telephone Company and tape recorded by the Career Resource Center, Dr. Hoyt mentioned that he was ". . . on loan (to the U. S. Office of Education) from the University of Maryland for a temporary period." He shared with the group his plans both to increase national agreement on the definition of career education and to increase the funding appropriated for it.

To implement the first of his goals, Dr. Hoyt mentioned the publication of a limited number of copies of a draft statement and a study guide in order to "try to get some consensus at least on the general notion of what we mean by career education." He emphasized that he did not want "to discourage the wide variety of individual definitions," but stated, "I think we need to be able to say what it is, and that's what we're trying to do."

In describing his activities to obtain more financial support for career education, Dr. Hoyt shared his belief that large sums of money for comprehensive demonstration projects are not needed, but that the emphasis should be placed on "a little bit of help for schools that are ready to get started and need a little money for in-service education, or . . . to plan and get organized." He stated, "When you really look at the action in career education across the nation, as I've seen it, the action's in local schools." In Dr. Hoyt's view, career education will progress most effectively through the distribution of funds to these schools.

Dr. Hoyt's position as Associate Commissioner for Career Education also requires that he provide information about the concept of career education to interested individuals and groups. Among the discussions were those with:

The National Urban League, to describe benefits of career education for minority youngsters.

The National Organization of Women, to inform them that career educators are "trying to do away with occupational sterotyping" in order to expand the career options of girls.

The American Home Economics Association, to explore the place of the home and family in establishing work values and habits, and the effect on this process of career education.

(Continued on page 2)

(Continued from page 1)

— The Department of Defense, to clarify the school's place in presenting as a career-option the all-volunteer Army," without getting involved in any kind of recruitment effort."

Other groups who have expressed to Dr. Hoyt an interest in career education include the Adult Education Association, the Chamber of Commerce, and the American Society of Performing Arts, as well as other influential members of the U. S. Office of Education.

During his telephone conversation, Dr. Hoyt also shared some of his beliefs about the nature of work, the meaning of the word career, and the most appropriate focus of career education.

He defines 'work' as "conscious effort aimed at producing benefits for oneself or for oneself and others." He emphasizes that with this definition, work may include paid and nonpaid employment, volunteer services, leisure and educational activities. Thus, 'career' is "the totality of work you do in your lifetime." This concept gives career education its developmental emphasis, and explains why Dr. Hoyt says that "kindergarten is very, very late to start."

He sees the importance of concern for economics: "I think we have to admit that we've done a better job of teaching our students how to enjoy life than we have of teaching them how they're going to pay for it." But Dr. Hoyt strongly emphasized, "I don't want career education to just be concerned about economic man; I want career education to be really concerned about the meaning and meaningfulness of work in the life of the individual."

## II. Indiana Views

Career Resource Center staff members Carol Berry and Jim Meuninck interviewed several educators at the conference concerning feedback they had received which aided in the evaluation of their career education efforts. Their responses were varied and interesting. We share here some of their comments.

**Ray Neal,** third grade teacher at Fairview Elementary School, Monroe Community School Corporation, Bloomington, Indiana: We have a great deal of feedback from the parents saying that this is the first year that their child has ever really enjoyed school. The parents are extremely interested in coming in before school starts in the morning or after the school day ends to see what their children are doing. "I have got to see my child's aquarium, he is busting out all over. He said his fish had eight babies today." Most of my feedback comes from the parents; I'm too involved with my kids to really tell.

**Jo Spressor,** Chairperson of the Guidance Department, Rogers High School, Michigan City, Indiana: We have administrative support. We have community support. I don't know that the parents call up and say "Thank you for having career education for my kid," or anything like that, but this year's junior high is on the pilot program so I think they have become more involved with parents and community. Parents are reading about it. . . . We have just had a school board election and it was mentioned in the school board meeting by one of the school board members.

**Dick Roose,** social studies teacher and guidance counselor, Milford Junior High School, Lakeland Community School Corporation, Milford, Indiana: I was more successful this year in the areas of self-awareness and self concept. The kids are getting to the point where they are experiencing a great deal of free expression in our groups and a lot of good feeling is coming out. I believe the kids are beginning to know themselves better. Our evaluation has been mainly by word of mouth. Kids that are now at the high school have come back at different times to relate to me the fact that they were grateful for so many opportunities at junior high.

I can evaluate the program, I think, in another way that we don't have down on paper. We have forced changes at the high school; they now require a semester of career guidance class for each sophomore, and this has been stimulated by our program. Also I look in the other direction. Last year we started the emphasis of career education at the elementary level and I believe this to be largely because of the success of the junior high program. Also, additional community awareness, comments from people in and outside of formal education, and so on, have all been very positive.

**Brenda Lilley,** fourth grade teacher at Franklin Elementary School, Griffith, Indiana: I think that just generally career education brings the children to a way of looking at education that really turns them on more than just talking from a textbook. I know my children really get fired up about the things we do because they are looking at it from a point of view that "Possibly some day I will be in a position to hold such and such a job." Really including them, like you do in career education, makes education more real to the child. Since I started on this my children are more interested, period; their whole attitude I think is just very good. I know that one of the comments I get from parents is that "Oh, my child wants to be in Mrs. Lilley's class because we hear you take all these trips and do all these interesting things." This really gets kids fired up about school.

**Nick Banos,** Director of Student Services, Blue River Vocational Center, Shelbyville, Indiana: I'm seeing teachers becoming excited about what they are doing with career education, and it sort of spins off. In other words, we had a small nucleus of teachers who were interested at least in being involved in the workshop and in developing some packets that they could use in their classrooms. Then other teachers who were very traditional, maybe against or resisting change said, "Hey, what are you doing? Your kids seem to be excited about your classroom. Can I find out about this?" It is catching, and the result of this is that several elementary teachers within the school were moving in this direction.

Now this year the emphasis was at the junior high school and again similar kinds of things were started. Kids are beginning to see a certain amount of relevancy. At the Area Vocational School we are having kids touring the facilities and talking with the instructors, talking with the kids who are involved in our programs as juniors and seniors, and they are able to see that there is something ahead for them. If we can say, "Here are some training opportunities that are available to you, and here is how what you are doing now relates to what you might be doing when you are a junior or senior in high school or what you might be when you graduate from high school," then it makes sense, it's relevant.

Also at the elementary level, I have seen young people experiencing success and therefore feeling better about themselves.

We are having a lot of (community) support, mainly

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because employers are saying "We can benefit by this — you are training our future workers," so they are willing to come in and spend some time.

## CAREER EDUCATION EVALUATION — FROM SCRATCH

*The following report has been excerpted with some editorial comment from a paper, General Conclusions and Implications of Outcome Analyses for Evaluation of Career Education Projects in Crisp and Liberty Counties, Georgia, 1972-73, published by Dr. Frank Wellman in November 1973.*

The evaluation of the outcomes of the 1972-73 career education projects in Crisp and Liberty Counties, Georgia was a cooperative undertaking involving the Georgia State Department of Education, the two local school districts, and the University of Missouri — Columbia. The three parties were actively involved in the planning, implementation, and interpretation phases of the evaluation.

The basic purpose of the evaluation was to determine the impact of comprehensive career education activities upon the career development of pupils from kindergarten through grade twelve. This pioneering evaluation process required that each of the career education goals be defined in terms of behaviors appropriate to the developmental level of each pupil group; and, that measurable outcomes or expectancies be specified.

The project had a very creditable record of goal achievement for their first year of full operation. The Crisp County Project showed a 65.4% record of fully achieved goals with an additional 11.5% of partial achievement. A success record of 76.9% overall is truly outstanding in any educational project, and particularly in the first year of operation, and with the rigorous evaluation criteria used. The Liberty County Project had an overall success rate of 61.8%, with a 34.5% record of fully achieved goals.

### General Conclusions and Implications for Career Education:

The accomplishments of the Crisp and Liberty Career Education demonstration projects (as well as their failure to achieve some objectives) have, in the judgment of the evaluator, made significant contributions toward a better understanding of career development, and of career education efforts that make a difference in pupils. The highlights that seem to be well supported include the following:

- Educational programs organized around career development goals and specific developmental objectives can make a difference in the career development of pupils in grades from K through 12.
- Career education objectives can be stated and measured that have personal relevance for the individual pupil as opposed to strictly an external work world approach.
- Career education can be effective in facilitating career development over a broad scope of objectives rather than just the traditional vocational knowledge or placement elements.
- Career education activities can be fused into some of the traditional curriculum areas and still produce distinct career development outcomes. This approach was clearly demonstrated in some of the project activities and outcomes.
- Developmental objectives for career education programs can be developed and achieved when stated in terms of (1) perceptual awareness (knowledge and understanding), (2) career conceptualization (personal decision making), and (3) generalization behaviors (action in the pursuit of goals).
- Appropriate adaptation of program activities can be made to facilitate the career development of special groups, as well as the typically average or above average pupils.

### General Comments:

The Crisp and Liberty County Career Education Projects demonstrated during 1972-73 that a comprehensive program could be planned, implemented and evaluated within the following sequential process: (1) career development goals to (2) developmental objectives to (3) specification of performance outcomes to (4) the development and implementation of process, and finally to (5) the assessment of outcomes and the determination of objective achievement. The evaluation plan and implementation began with program planning and proceeded concurrently with program operations throughout the year. This was a major accomplishment to demonstrate that the proclaimed ideal of integrating program and evaluation planning and implementation could indeed be practical and fruitful.

For further information, contact:

Dr. Frank E. Wellman, Director
Missouri Evaluation Projects
University of Missouri, Columbia, Missouri

## CAREER EDUCATION IMPROVES ACHIEVEMENT TEST SCORES

by Carol Berry

Some very good news for career educators can be found in *A Study of Elementary and Secondary Career Education in Lincoln County*, West Virginia, published in January, 1974, by Dr. LaVene A. Olson.

Dr. Olson reported that this federally funded project was initiated in grades 1-6 during the 1971-1972 school year. The following year the project added grades 7-12 to their career program, and in 1973-1974 changes were implemented that included adding personnel and providing them with in-service education. She reported in this study that career education dramatically improved the academic skills and career maturity of the students involved. Dr. Olson states:

> The goals of the Lincoln County project emerged from the relationship of life goals. . . . The long range goal of career education is to produce responsible individuals who are capable of making and implementing accurate choices concerning the present and future.

To implement these goals, some basic policies were established.

> In Lincoln County, the course content for career education is found in the courses currently being taught in the elementary and secondary schools. The content of the subject is related to the student's world and the career world. The emphasis is definitely not on memorizing job descriptions or lists of occupations.

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Rather the approach relates student needs, fears, likes, dislikes, abilities, disabilities, aptitudes, and limitations to educational endeavors and career potential.

The teaching methods or process used to illustrate abstract concepts related to both life goals and subject goals are field trips, interpersonal interaction, hands-on activities, multi-media, guest speakers, research activities, simulation, role-playing, and work experience. The primary focus of the process is the use of 'real' experiences to illustrate abstract symbols and concepts related to self, education, and careers.

To us at the Indiana Career Resource Center, these come very close to being an ideal set of goals and premises upon which to base a career education program. But — did it work? The answer, as described in this study is, for the most part, a resounding "Yes!"

The knowledge, reactions and attitudes resulting from this career education program were investigated for 419 students in grades 1-6; 159 students in grades 7-8; 133 students in grades 9-10; 794 parents of students in grades 1-12; 78 teachers of students in grades 1-12; and 30 business and industrial personnel. These are some of the findings:

- ★ Students in grades 1-6 who were provided with planned career education activities for two semesters showed adjusted post test means 11% higher on language achievement and 24.5% higher on mathematics achievement than the adjusted post test means for the control group.
- ★ That although career education students in seventh and eighth grades were not significantly different from control group members in terms of attitudes or competence related to career maturity, there was significant growth in these areas for ninth and tenth grade career education students, compared to that of their non-career-education control group.
- ★ Responding to an opinion survey, 89% of the parents of career education students indicated that they believed career education was worthwhile, and 91% believed career education should be continued. In addition, more than half of the responses to each of the survey questions were positive.
- ★ Teachers of students in grades 1-12 reacted in a highly positive manner. They indicated that the role of career education was clear to them, and that the career education process was beneficial to students. 94% of the teachers at all levels reported that they thought career education was relevant to the needs of their students. An equally high percentage said that career education had made most of their students more motivated and interested.
- ★ 100% of the business and industrial personnel surveyed felt that career education should be continued and, in general, they reacted in a very positive manner when questioned about the merits of the career education process.

One of the implications drawn from this study is: "The degree of career maturity achieved by students appears to be correlated with the degree and intensity of career education activities (subject goals correlated with careers through field trips, guest speakers, role-playing, hands-on activities, etc.) which are provided to the students."

Flowing from this is Dr. Olson's recommendation "*That students continue to receive career education experiences in the form of a teaching process* rather than a separate content course." (Italics added) She adds, "The role of career education must continue to be one of providing meaning to the school subjects currently being taught, providing meaning to experiences encountered in the student's world, and providing meaning to experiences related to the world of work."

We couldn't agree more!

For a complimentary copy of this *Study of Elementary and Secondary Career Education in Lincoln County*, write:

Dr. LaVene A. Olson, College of Education
Department of Occupational and Adult Education
Marshall University
Huntington, West Virginia 25701

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Career digest

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# Career and Vocational Education: A Helping Relationship

Career Education and Vocational Education are very much like identical twins. Though each is unique, strangers very often get them confused.

And, like twins, each has much to offer the other, because each has unique strengths, unique potential, and unique needs . . . yet the major goal of preparing youth for life is shared between them.

This issue of the *Career Digest* is dedicated to exploring the interaction between these two vital forces in education today.

Included in this issue is a detailed account of efforts made on the part of Elkhart Career Education Project staff members to facilitate communication between elementary teachers and vocational education instructors. Also included is a "double feature" *For Example . . .* column describing cooperative activities from both vocational and career education points of view.

## VOCATIONAL EDUCATION PLAYS AN IMPORTANT ROLE IN CAREER EDUCATION

by MRS. CAROL WIEGNER,
ELEMENTARY SPECIALIST,
ELKHART CAREER EDUCATION PROJECT

Classroom teachers are sometimes forced to try something different, especially when working with an unmotivated group of students. Often these students aren't "turned on" to conventional learning and can try the patience of a dedicated teacher. However, these students very often display wisdom in the ways of the world.

Making a connection for these students between advanced skills taught in vocational classes and their basic counterparts in elementary school can often help young children see the importance of their grade school work. With these understandings, perhaps the job of teaching would be easier!

To help Elkhart teachers use the Area Career Center to its fullest advantage, it was decided that a workshop for elementary teachers would be beneficial. Spending an entire day, teachers could become acquainted with the Career Centeer and discover applications there to their own students' work.

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The agenda of the workshop included opportunities for the teachers to view a video tape of all the subjects taught at the Area Career Center. They then could visit four different areas, in-depth, to find out what the students were doing, the skills they needed to begin training, and for what jobs this training would prepare students after completion of their course.

Three important points were brought out after the visit to the various areas.

First, and very important, was that the elementary teachers felt they needed to learn more about the vast number of opportunities available to learn technical skills. They felt they could do a better job of relating the skills they are teaching to skills needed in actual jobs with more of this sort of information.

The second point brought out by the teachers was that many of the activities taking place at the Career Center were directly related to things happening in their classrooms. To bridge the gap of relevancy, Career Center students could play an important role. They could go to elementary classrooms and assist elementary students in a project where their technical skills are needed. They could show elementary students what kinds of things they do and the tools they use and bring out the importance of certain skills. Students talking to students sometimes has more impact than adults talking to students.

Thirdly, elementary students could come to the Career Center to work with the high school students. This would give the elementary students a chance to get a "hands-on" experience and work with some of the tools used by the Career Center students. The elementary student has a chance to work closely with a high school student and find out how he feels about his work, very often in a one-to-one relationship.

Up till now, the emphasis has been on the importance of this experience for the elementary students. But the high school student also gains from this experience. First of all he must be adequately prepared in order to explain what he does to someone else. Being able to do something is not the same as explaining what you do. This has caused the high school student to think about his work and how he can best explain it to someone else. Secondly, the high school student sees his work and himself as important when someone else is asking him about the technical skills of his job. He can take pride in himself and his work.

This article has dealt heavily on the importance of the Career Center to do this kind of career education. Obviously, many schools do not have a Career Center in which to have this kind of experience. However, all elementary schools do feed into junior high and high schools. In these schools, there is probably an industrial arts, home economics, business education, auto mechanics class to name a few. Those same skills are being developed. It seems, then, that elementary students could possibly visit these areas or talk to these students in high school to see where the acquisition of these skills could lead them.

Students today are looking at and questioning their education. "Why do I have to learn this?" is a familiar phrase. These students are far removed from work settings and have little opportunity to see the application of skills learned. If children are going to be interested in and turned on to learning, a greater awareness of the application of the skills being taught needs to be experienced and learned by teachers as well as pupils.

## FOR EXAMPLE I . . .

*by* Kim Powers

A Bristol School fifth grade class had been learning about plants in science. Besides studying plants, the students were looking at careers related to the plant area. While the students' science lessons revolved around botany, Mrs. Mahoney, their teacher, decided to also focus the class's art work on an area related to plants — floral design.

After the students had done some classroom work in a horticulture unit and had practiced arranging paper flowers, they invited three high school students from the local Elkhart Area Career Center to visit their classroom and talk with them.

The horticulture students demonstrated how to make floral arrangements and terrariums. All the time that the demonstration was in progress the fifth graders "bombarded" these high school resource persons with questions.

Then, following the demonstration and discussion, the high school students saw to it that the fifth graders each got a chance to try their hand at making a corsage. In pairs they worked with large mums. The objective was to complete a "smile face" on the front of the mum with pipe cleaners. In addition to the opportunity to design, these students also gained experience in the human relations area, learning to work with another individual.

As a follow-up to these classroom activities the teacher arranged for her young students to visit a botannical conservatory. Here students had an additional oppor-

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tunity to observe more display and design work, as well as talk with other workers in the horticulture area.

Obviously, these horticulture activities were very informative and enjoyable for the Bristol fifth graders. But how had this experience affected the high school students?

For them it was quite rewarding. They were not only required to do some floral arranging but they also had to answer questions. The following are samples of questions asked by the Bristol students: "How much water do you give that terrarium and how often?" "How do you know what kind of a design to make?" "Why do you use sterile soil?" "What's the scientific name of that plant?" "How did you get interested in working with flowers?" "If the leaves on a plant turn yellow what does that mean?" "What will you do when you finish high school?" and so on.

Though these were questions coming from fifth graders, they were the same kinds of questions that will someday be asked by customers. Thus, the horticulture teacher thought that this was quite a valuable experience for the students. And the high school students must have enjoyed the experience, for they asked eagerly when they might again be able to visit and talk with young people.

For further information contact:

Ms. Delores Mahoney
Bristol School
Bristol, Indiana

or

Mr. Ron Hanson
Elkhart Area Career Center
2424 California Road
Elkhart, IN 46514

## FOR EXAMPLE II . . .

*by Carol Berry*

Some of the students at Carmel Junior High School recently had an unusual task. As a culmination of their studies of assembly lines, eighth graders in Miss Kathy Shaffer's Industrial Arts class were given an interesting assignment. They were asked to set up an assembly line in such a way that they could teach fifth grade children to safely construct recipe card holders.

Her fourteen students had to decide what steps would be needed, which machines and tools to use, in which order, and exactly how the entire process should be constructed.

One of the decisions Miss Shaffer made when planning this experience was that she would invite all 31 members of the younger class to participate at once.

This, she felt, would insure that her students would plan more carefully, and that the trainees would be actively involved in the assembly line.

Also, having more than one worker to be responsible for would give her students a much more accurate idea of the work foremen do.

Emphasizing their responsibility for the safety of the younger children helped increase her students' awareness of the safety rules and practices they would use themselves, reported the teacher. This helped them realize the reason for the many concerns their teachers had expressed over the weeks.

"Another thing," said Miss Shaffer, "it requires much more thought to explain a process to someone else than to just do it yourself. My students really had to pull together all that they had learned in order to prepare for the fifth grade students."

When the big day finally arrived, everyone was very excited.

The younger students were very gratified to have a chance to participate in this assembly line under the guidance of the eighth grade 'experts'. They got, perhaps, a new view of themselves and their abilities, as well as a preview of some of the potential experiences waiting for them in Junior High.

The Industrial Arts class benefitted from this experience as well. Feelings of maturity, responsibility and self-respect seemed to increase in some of the students as a result of Miss Shaffer's creative plan.

But perhaps the educators involved gained the most from this experience. It provided a very complete opportunity for Miss Shaffer to evaluate her students' competencies, in a way that was still enjoyable for her students. The fifth grade teacher was also able to follow this activity with other resource persons and lessons to help her students gain a better understanding of the relevancy of school work and, thus, increased motivation to learn.

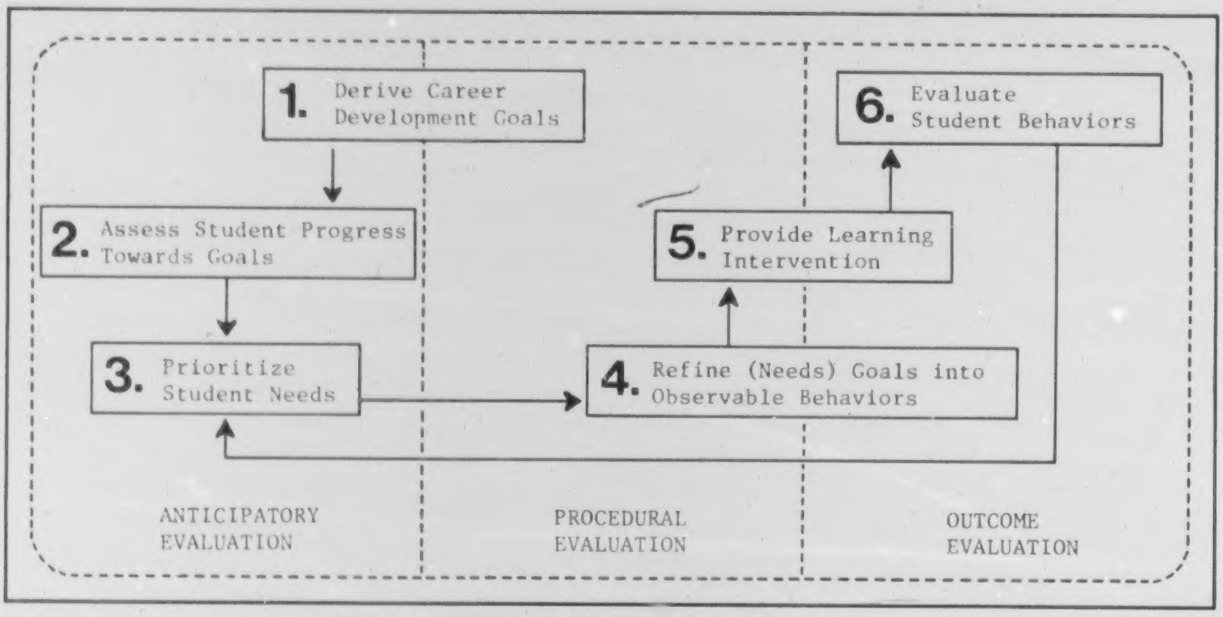
For further information contact:

Ms. Kathy Shaffer
Carmel Junior High School
Carmel, Indiana

## ACCOUNTABILITY FOR CAREER DEVELOPMENT

*By* Gerald Dudley

This year's issues of the *Digest* have been a forum for presenting one accountability model that attends to the educational aspects of career development. The Indiana legislature mandated accountability in educational programming for the forseeable future. It is hoped that this series of articles can spark some movement toward being accountable with the developing career maturity of all Indiana youth. This month's article will graphically summarize the model that has been unfolded in the previous issues. Since a continuous evaluation climate is assumed in the model, each model component is nested in the type of evaluation cluster deemed relevant to that component.


1. Derive Career Development Goals
2. Assess Student Progress Towards Goals
3. Prioritize Student Needs
4. Refine (Needs) Goals into Observable Behaviors
5. Provide Learning Intervention
6. Evaluate Student Behaviors
ANTICIPATORY EVALUATION
PROCEDURAL EVALUATION
OUTCOME EVALUATION

CAREER DEVELOPMENT ACCOUNTABILITY MODEL

**CAREER EDUCATION CONSULTANTS:** Dr. Gerald Dudley, Director; Ms. Carol Berry, Mr. Paul Elliott, Mr. Jim Meuninck, Ms. Kim Powers, Dr. Eldon Ruff, Mr. Paul Smith.

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# The Career Resource Center Features . . . Effective Affective Career Education

by DR. CHARLES McKINNEY
CHAIRMAN
BUSINESS AND ECONOMICS
GRACE COLLEGE
WINONA LAKE, INDIANA

Regardless of the sources one uses to investigate its primary tenets, it should be quite clear that career education encompasses all aspects of student learning and behavior.

The benefits that would accrue from developing programs oriented toward career education are equally impressive. The following is a summary list from several educational authorities:

*Career education increases the individual's:*

1. awareness and evaluation of his own interests, abilities, values, sense of worth, purpose and direction in life.
2. appreciation for the multitude of job opportunities, entry level skills, and training.
3. understanding of the economic and social meaning of work.
4. recognition of interrelationships among workers, social skills necessary, and acceptance of others.
5. ability to gather relevant information and make decisions.

*Career education provides for the teacher:*

1. a vehicle for conveying essential skills with real life examples.
2. students who learn faster and are more easily motivated.
3. an opportunity to recognize individual student interests and abilities.
4. classes that can become more student-oriented.
5. a way to team up with students to reach common goals.

*Career education benefits the school in that:*

1. the total faculty becomes more aware of the surrounding community.
2. staff communications and unity are often increased.
3. it provides a focal point for committees so they can be of service.
4. it increases community interest and involvement, often resulting in stronger support.

*Career education can offer the society:*

1. employees who are better satisfied with, and adjusted to, chosen occupations.
2. communities who are more aware of the needs in education and the assistance they can provide.

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3. taxpayers who contribute to the financial situation; not burden it via welfare.
4. a decrease in alienation, violence, and crimes related to the disenchanted unemployed. It spans culturally deprived populations and helps them to find their roles in society.
5. higher quality workers with more insight into needs of industry.
6. improved relations between labor and management which will help to maintain a proper balance of manpower between social institutions and functions.

It is not enough for a student to be exposed to the multitude of job opportunities. Students must also be able to experience feelings and emotions associated with various careers. Teachers can facilitate this more personal learning in a number of ways, ranging from asking the right questions to organizing relevant classroom situations.

Examples of the affective questions that we might pose to assist a student to become aware of his internal reactions to occupational information might include:

— How does it feel to be one person on a large assembly line doing the same task over and over?

— How does it feel to walk the streets looking for employment and finding none?

— How does it feel to have a job which you dislike, but are unable to change? You are "locked in."

Classroom experiences can be designed to include peer interaction and/or individual participation. Experiences involving group decision-making processes help students to understand being accepted as well as being rejected as part of the team. Serving as a mock quality control expert and rejecting your friend's work because of low quality can also be a meaningful learning experience.

Given the proper atmosphere for innovation and experimentation, the classroom teacher possessses all the needed expertise for providing these necessary learning experiences. He knows his curriculum and he knows his students. All the teacher needs is to be encouraged to broaden the frontiers of these learning experiences.

## NEW AT THE CENTER

*By* Carol Berry and Kim Powers

As was pointed out in last month's *Career Digest*, helping students gain information about the world of work is one important goal of career education. This alone, however, is not enough. We must also concern ourselves with the affective issues involved in career development.

We can help the student learn about the differences imposed by working conditions; the degree of autonomy offered; the presence or absence of other people, of machines, or of data; the type and amount of responsibility included; and other factors. Yet this will be useless unless the student understands himself well enough to identify the personal meanings this information has for him.

These individual choices obviously cannot be made without the student's accurate awareness of his own abilities, interests, likes, dislikes, ways of relating to others, and ways of dealing with the world around him. We must attempt not only to offer information, but we must also facilitate each person's ability to use this learning in his own life.

The *Adolescent Experience* series of sound filmstrips from Guidance Associates is designed to encourage young people to make an honest appraisal of who they are and what they can be; to help them develop a sense of personal identity and self-worth; and thus, to help them establish a personal reference point from which they can act and effectively meet life's challenge. There are six programs in this series:

*Shaping Identity*

This program focuses on "Who am I?" by combining actual comments and insights of adolescents with the more mature, but still subjective, advice and perceptions of noted authors. A part of the program helps students perceive the influences on identity of genetic inheritance, parental influences, sibling effects, peer pressures, school, changes in society, other adults, and youthful goals.

*Developing Values*

A series of short vignettes is used to portray the impact of the home, the school, the peer group, and the society on an individual's values. A part of this program consists of open-ended value-conflict situations.

*Setting Goals*

Four profiles present four different individuals in the process of determining adult commitments and life styles. Characters are shown at different stages of the goal-setting process, and not all of them solve their conflicts in the program. Each of the profiles attempts to reveal how the individuals struggle to integrate the inputs of childhood with their own abilities, interests, and hopes for the future.

*Interpersonal Relationships*

A part of this program is a one-act play which involves a family of four attempting to resolve a specific conflict. The situation deals with the daughter's being accused of theft by her employer, though many other issues also are discussed. Following the scenario, the actors, actresses, author, and director attempt to clarify important issues involved in the play.

*Forming Beliefs*

This program is built around a seminar-type lecture and discussion among a professor and a small group of students. They explore the question of what is meant by "belief" and why it is important to define beliefs. Also brought out is the effect of recent scientific discoveries on man's beliefs about himself. In addition some of the different forms of twentieth-century beliefs are surveyed.

*Understanding Emotions*

This program discusses the wide range of human feelings and stresses their universality. Also emphasized is the importance of understanding feelings in order to cope with them constructively. Depicted are specific examples of people's reactions to their feelings, and a portion of the program offers a detailed treatment of those emotions which frequently trouble adolescents.

## THE F & I COLUMN

*By* Kim Powers and Carol Berry

GENERAL ELECTRIC

When teachers involved in career education think about helping students improve their self-concepts and increase their awareness of their own unique abilities, they sometimes find themselves faced with a problem. As they help youngsters recognize the need for school-taught skills in the world of work, those students with less outstanding grade reports often are unable to imagine themselves in any meaningful career.

Probably all of us have known youngsters who are leaders in their peer groups, who can convince any teacher that they really do have an air-tight excuse for not completing work assignments, or who always sell twice as much candy as anyone else in the school drive. Yet these same students sometimes look at "C's" in English and assume they have no communcation skills.

Or we have seen students who can arrange for five cars and eight people to get to three different places and then all meet at the same corner at the same time — but who, because "Organizational Ability" is not found on a report card, do not realize that this skill can be a tremendous asset in the world of work.

This month's Free and Inexpensive Column features a series of career posters from the General Electric Corporation that can help students bring into focus all three of these components: education, out-of-school interests and abilities, and career fields.

As an example, one poster pictures Maria Mercurio, an adolescent dressed in jeans, as she sits on a park bench and whittles. The caption of the poster reads, "Maria Mercurio just whittles away the hours. What kind of a job do you think that'll get her?" In the description below the picture it is stated that what Maria does requires imagination, patience, and manual dexterity. And the result is a useful or beautiful product — or perhaps both.

But how does this relate to what Maria might want to be? One could guess that "woodcarver" is a possible career for Maria, but there are other options also open to her. For example; dentistry, technical careers, designing or assembling electronic components or micro-circuitry, and so on.

Also pointed out is the fact that Maria will need something more than imagination, patience, and manual ability for a career in any of these areas. She'll need an education. Here related school subjects are mentioned.

Other posters in this series include: Ron Taylor, who is constantly looking for buried treasure; John Kline, who keeps his stereo going ten hours a day; Jane Clancy, who spends her weekends riding around in a sports car; and Ken Maxwell, who has a phone practically growing out of his head. These posters all follow the same format as that describing Maria Mercurio. All are available free of charge from General Electric, Inc., 570 Lexington Avenue, New York, New York 10022. And they can be a great asset to teachers who want to help their students "get it all together."

**The Career Resource Center's staff has recently been enlarged by the addition of the talents of Mr. Roger Penrose. Roger, a native of Nappanee, Indiana, comes to the center as a graduate of the Commercial Art Department of Indiana Vocational Technical College. He will answer the Center's needs for a graphic artist, cartoonist (see page 1 of the *Career Digest*, Volume 5, Number 51, and designer. We are delighted to have Roger with us, and anticipate many creative contributions from him.**

# ACCOUNTABILITY FOR CAREER DEVELOPMENT

*By* Gerald Dudley

Educational accountability means different things for many individuals. To most it connotes an opportunity to measure the success of a system devoted to the learning process. A balance sheet of cost accounting or a normal curve of test behavior accounting seem to be the initial ideas that come to mind when an educator considers the means to evaluate programs or individuals. An accountability approach should take advantage of many types of evaluation activties in order to be assured that each element of a career development effort is effective.

Previous "Accountability' articles have presented considerations which allow program planners to: (1) attend to a rationale for being accountable for career development; (2) derive the student goals relevant to career development with a total community effort; (3) establish priorities for these goals according to the needs of youth; (4) refine goals into attainable behavioral outcomes; and (5) determine the activities that will assist students in achieving those objectives.

This article is concerned with evaluation within the accountability model — the means to determine whether ***program anticipation, program procedures,*** and ***program results*** lead to effective career development for youth.

Three types of evaluation clusters should be considered when preparing the evaluation segment of accountability. These three clusters are expanded below:

1. *Anticipating Evaluation* (preparation for decision making)
    a. What is the adult and youth sentiment regarding career development in the schools?
    b. What is the readiness level of youth regarding aspects of career development?
    c. How adequately are perceived career development goals presently being met?
    d. How knowledgeable are adult and youth groups regarding the tasks individuals should be able to perform at certain ages?
    e. What are the beliefs and feelings of involved groups regarding anticipated changes?
2. *Procedural Evaluation* (program monitoring)
    a. Have adequate career development goals been specified?
    b. Have realistic performance objectives been developed for the goals?
    c. Are appropriate resources, strategies, and educator preparedness available for effecting career development?
    d. Is educator-learner interaction humane and successful?
3. *Outcome Evaluation* (product monitoring)
    a. How completely have performance objectives been attained?
    b. How efficiently have the selected alternatives attained the results?
    c. How able are youth at applying career development achievements to real-life situations?
    d. What impact has the career development program had on the overall educational program?
    e. How well has the program been implemented into the on-going learning system?
    f. What side effects and spin-offs have accrued?

Each type of evaluation cluster requires unique data collection and analysis procedures. Specialists in research and evaluation are essential to reap benefits and provide feedback of program success.

**CAREER EDUCATION CONSULTANTS: Dr. Gerald Dudley, Director; Ms. Carol Berry, Mr. Paul Elliott, Mr. Jim Meuninck, Ms. Kim Powers, Dr. Eldon Ruff, Mr. Paul Smith.**

**Indiana Career Resource Center**
**Coordinated by the Division of Education**
**Indiana University at South Bend**
**1205-09 South Greenlawn Avenue**
**South Bend, IN 46615**
**Phone: Area 219-289-2851**

In Volume 5, Number 5 of the Career Digest, published in March, 1974, the titles of 53 lessons or units available at no cost from the Center were listed. In response to this article request for 463 pieces of material were received and filled during the last quarter of this year.

Career digest

**Volume 5, Number 5** **March, 1974**

Published Monthly by the Indiana Career Resource Center, 1205-07 South Greenlawn Avenue, South Bend IN 46615
Funded by the Vocational Education Division, Department of Public Instruction, Indianapolis, Indiana 46204

# Integrating Career Education and the Curriculum . . . With A Little Help From Our Friends

*[illegible] career education is the real world of work. That our [illegible] something of the myriad of occupations in which people are employed is a sine qua non. That [illegible] framework within which to organize this information is an educational must. And, [illegible] to each individual, values must be clarified and decision-making [illegible].*

*[illegible], however, and to meet the objectives out-lined [illegible] RET [illegible] there are many resources available to [illegible] can provide an avenue to more relevant and interesting [illegible] their students of concepts and skills [illegible] a little help from our friends.*

*[illegible] found in this issue include:*

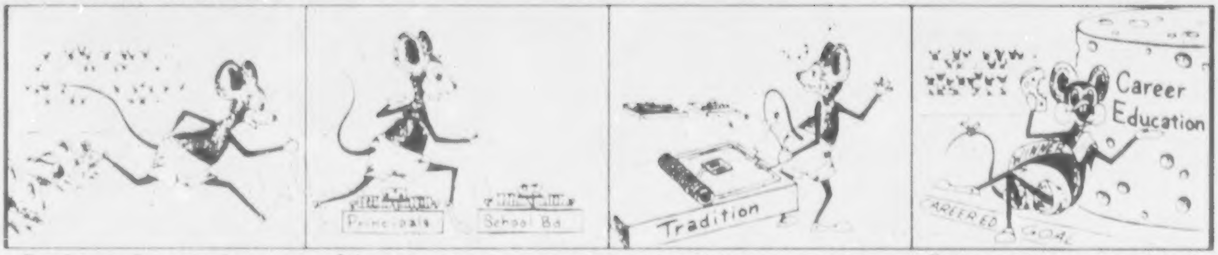
*An article by Ralph [illegible] outlining a way to integrate career education concepts into subject matter, [illegible]*

*A [illegible] Career Resource Center [illegible] bibliography which will be available later this spring.*

*A [illegible] and units available from the Center to Indiana educators [illegible]*

*Read on*

The Education Rat-race



The Career Resource Center can assist in getting a head start in career education.

It's up to you to overcome obstacles to career education . . .

which at times may seem quite painstaking.

But, a goal of career education is well worth winning!

# The Career Resource Center Features . . .

**MR. RALPH DOOLEY**
**ELEMENTARY SPECIALIST**
**CAREER RESOURCE CENTER**
**NEW ALBANY-FLOYD COUNTY**
**CONSOLIDATED SCHOOL CORPORATION**

# The Concept Approach to Career Education

The key to success in career education or any other new program in our schools is the classroom teacher. In the final analysis, all the dreams and plans for any new program rest on the shoulders of the classroom teacher. He or she is the doer. In our career education project we are attempting to provide teachers with the motivation, materials and information needed to integrate career education into the existing curriculum.

At the elementary level in New Albany, we found the motivational stage the easiest to bring about. This should not be construed that teacher motivation should ever be taken lightly. It is an essential step. In fact, until teachers want to teach something, ideas and materials will have little use. In our situation the motivation to teach career education came naturally to our teachers once they had a clear understanding of what career education could do for our students, teachers, and schools. The question became not "*Why* teach career education?", but, "*How can we* teach career education?".

In order to answer this and other questions about how to implement career education in the classroom, a series of workshops for teachers was set up. The objective of the initial workshop was to acquaint teachers with available career education materials and to provide information about the concept approach to integrating career education into the classroom. It should be kept in mind that there are few "final solutions" in education, and while many teachers enjoy this method, others prefer a more free-lance approach.

The concept approach has two major goals. First, it offers teachers a regular, systematic method for integrating career education into what is presently being taught. Second, it provides teachers with classroom experiences which will get at one of the basic goals for career education: "Every teacher, at every level, in every subject area, whenever possible, will show students the relationship between what they are teaching and the real world — the world of work."

With these two goals in mind let's take a look at how the concept approach evolves. You will need a list of career education concepts. You can find these in the State Career Education Guide or one of several career education books readily available. Our teachers use a list of concepts developed prior to the workshops for our program. Copies of these concepts are available from the New Albany-Floyd County Career Resource Center, 510 West Spring Street, New Albany, Indiana 47150.

The first step is to choose a concept you would like to teach. This is the easy part — deciding what you want to teach. The hard part is figuring out how, when and where to teach it. After choosing a concept, lay the list aside and begin planning for the week. As you plan, keep the career education concept in mind.

For illustration purposes, I chose the concept: "There are both specific and general knowledges for every career." As a teacher, when I did weekly lesson plans I always began with spelling. Using this approach, I would see if this concept could be brought in somewhere during the week's spelling activities. A good time to teach the concept I chose would be as the word list is introduced. Which words would be used by different workers? Some words are used more frequently by certain workers; thus, it would be more important for that person to spell them correctly. The same procedure would be followed in math, reading, social studies, etc. The concept you choose will fit easily into some subject areas, while it might not work at all in other areas. It may be easy to integrate with the story content in reading on Thursday, or it may be a natural part of Wednesday's social studies lesson. When, where, and how often you can use the concept depends on the concept you choose, your subject matter for the week and the number of different subject areas you want to include. In our program, it's not uncommon for a teacher to fit a single concept into all of the subject areas at least once before the week is over. Others are able to integrate two or three different concepts each week.

The concept approach does not require a lot of extra work or time, and it does not require a spectacular event to be effective. You don't have to be a creative genius or know a lot of resource visitors. All you really have to do is decide: "Here's a concept I think kids need to know. Can I develop it in math on Monday? Maybe. In language on Thursday? Sure. How about social studies on Tuesday? No, but health on Friday . . ." As a teacher you have to plan for the week anyway, so why not include career education concepts in your lesson planning and teaching?

# WEEKLY LESSON PLAN

## THE CONCEPT APPROACH TO CAREER EDUCATION

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| SPELLING | Introduce words. Point out how certain workers need to spell certain words. | | | | |
| LANGUAGE (Oral skills) | | | Oral language. What workers use oral language a lot? | | |
| READING | | Story on "Station in Space". What kind of special knowledge do astronauts need? | | | |
| MATH (Adding & subtracting fractions) | | | | | What kind of workers use fractions frequently in their jobs? |
| SOCIAL STUDIES (Switzerland) | Who would need special knowledge about Switzerland in their job? | | | | |
| HEALTH (First Aid) | | | | What kind of worker needs to know a lot of first aid? | |
| SCIENCE (Pollution) | Name some special knowledge needed to dispose of waste. | | | | Name some workers who deal with the pollution problem daily. |

## NEW AT THE CENTER

*By Carol Berry*

As anyone who has asked us for our bibliography recently has discovered, we at the ICRC currently have NO copies of *Resources for Career Development* available. But this cloud has a definite silver lining.

In the period since the second edition was published, many excellent materials have been added to the Center's resource library. Thus, we are in the process of updating and refining our bibliography, and this edition will be available this spring. So for those who have been asking for a list of our materials, your patience will be rewarded with a much more accurate representation of the resources available from the Center.

In the meantime, this month's column will offer a preview of the third edition of the Center's bibliography. In concert with the rather congnitive orientation of this issue of the *Career Digest*, the listing here will include those materials which are focused mainly on awareness and exploration of the world of work. While definite grade levels are not mentioned, the resources discussed here are ordered from lowest to highest in terms of age or grade levels.

— From the Encyclopedia Brittanica Education Corporation, 425 N. Michigan Avenue, Chicago, Ill. 60611 comes *The Kingdom of Could Be You*, a series of 16mm color films. The Center has recently purchased four of the sixteen titles available: "The Kingdom of Could Be You", "Communication", "Health", and "Public Service". Though developed for pre-school and early elementary children, teachers of intermediate students have also found them useful because of their bright colors, catchy theme song, and problem-solving format.

— *Career Mothers* is a cassette-filmstrip program from AIDS, Incorporated, 24-20 Little Neck Blvd., Bayside, N. Y. 11360. The six jobs described are: (1) Advertising Agency Executive, (2) Retail Clerk, (3) Nurse, (4) Teacher, (5) Commercial Artist, and (6) Factory Worker. The career and lifestyle of each of these working mothers is described by her child, a real plus for their classroom use. Designed for grades 1-6 this resource might serve well to start a study of parents' careers.

— Career information made interesting is the theme of a new series of sound filmstrips from Guidance Associates, Pleasantville, New York 10570. Called the *Career Discoveries Series*, the titles of the six sets included are: (1) "People Who Work in Science," (2) "People Who Help Others," (3) "People Who Create Art," (4) "People Who Organize Facts," (5) "People Who Influence Others," and (6) "People Who Make Things". Each of these sets follows a four-part format with an introductory sound-filmstrip outlining the kinds of jobs found in the cluster and the general personal qualities needed. Then, the three succeeding filmstrips each show a specific worker doing and describing his or her job. Designed for grades 5-9, these may also be useful for later high school and college audiences.

— In a lighter vein, King Features, 235 East 45th Street, New York, New York 10017 has developed a *Popeye Comic Book* for each of the 15 career clusters. With the universal appeal of comic books and a fourth grade reading level, students from late elementary to late high school can gather information about many occupations in each cluster while watching Olive Oyl swoon and Popeye overcome Brutus. Priced from 25¢ to 13¢ a copy, depending on the quantity ordered, these are often bought for library displays in both elementary and secondary schools.

A new paperback from J. Philip O'Hara, Inc., 20 East Huron, Chicago, Ill. 60611, offers descriptions of many women involved in unusual careers. Entitled *Saturday's Child*, this book includes pictures and reports about their jobs from thirty-six women who were interviewed by its editor, Suzanne Seed. Interesting reading for both boys and girls, this inexpensive ($4.95) book is appropriate for students of late elementary through college ages.

— *Building a Skyscraper and the Careers Involved* is the title of a new 16 mm. color film available from the AIMS Instructional Media Service, Post Office Box 1010, Hollywood, California 90028. For later elementary, middle school, and high school audiences, this film demonstrates the growth of a giant building from its foundation to the finishing work. Minimal verbal explanations are complemented by very creative and realistic visual representations of the advantages and disadvantages of the many types of work needed to complete such a massive project.

— *The Discovery Kit* from Scholastic Book Services, 908 Sylvan Avenue, Englewood Cliffs, New Jersey 07632, presents to juniors and seniors in high school a broad view of many career fields. In addition, students are asked to think about the relationship between personality and interests and types of work; about work characteristics which make jobs different; and about goals. The program's two main components are: (1) a series of sound filmstrips in which various young workers talk about themselves and their careers, and (2) an individual Career Log which allows each student an opportunity to expand on the content of the filmstrip to make it more personally relevant. Throughout the Log are tasks which simulate those of workers discussed in the filmstrips. This innovative approach offers students a chance to gain a clearer picture of themselves in various kinds of career areas.

*All of the resources mentioned above are available for loan to Indiana educators at no cost.* There is no charge; they are loaned for free. (We sometimes have difficulty convincing people of this fact.) For those located within a 35 mile radius of South Bend, we will deliver and pick up materials on request. However, all the articles mentioned in this month's column are light enough to mail; therefore educators anywhere in Indiana may borrow them. If you wish to preview or use these resources in your classroom or counseling office, please let us know. You can contact our loan department by writing the Indiana Career Resource Center, 1209 South Greenlawn Avenue, South Bend, Indiana 46615, or by calling (219) 289-2851.

(Please note: If you wish to purchase commercially prepared materials, please contact the publishers directly.)

We at the Career Resource Center are proud of our growing collection of resources and of the services we offer to Indiana. Let us share these with you. (It really is free.)

## F & I COLUMN

Among the aids offered by the Career Resource Center are free copies of many career education lessons and unit plans. With the hope that these ideas might be useful to some educators, or spark the creativity of others, listed below are titles of many of the reprints available from the Center. Single copies of these titles are available to any interested educators, and may be obtained by writing us at 1205-09 S. Greenlawn Avenue, South Bend, Indiana 46615 or calling (219) 289-2851.

### ELEMENTARY

Grades 1 & 2:
- Hatchery Industry
- Post Office
- Television Variety Program
- The Zoo

Grades 3 & 4:
- Banks
- Careers in Biological Sciences — Plants
- Careers in Conservation
- City and County Government
- Conservation Project
- Ecology
- The Telephone

Grades 4 & 5:
- Interior Decorating Unit
- Meal Planning & Food Services

Grades 4, 5, & 6:
- How Do We Keep in Touch?
- Little City
- Photography
- Who Builds Our Houses?
- Who Feeds Us?
- Who Keeps Us Moving?
- Who Makes Our Furniture?
- Who Sells Our Goods?
- Who Works in Offices?

Grades 5 & 6:
- Careers in Ceramics
- Careers in Hydrology: The Journey of a Raindrop
- Construction of Horizontal Bars for the Playground
- Hotels and Motels
- Newspaper

### SECONDARY

Industrial Arts:
- Mass Production
- Role Playing in Drafting

Language Arts:
- Animals in Literature and Life
- Brookdale's Newspaper
- Business Simulation for Middle School Students
- Kennedy Library Goes to School
- Take a Trip on Language Arts

Mathematics:
- Business Simulation for Middle School Students
- Career Related Math Units
- Geometry: Preparation for a Career
- Mathematics in the Governmental Services
- Math Works in the Television Industry
- Measurement: A Career Skill
- Probability in Production

Science:
- Chemistry: A Job Skill of Many Occupations
- Photomicrography

Social Studies:
- Anthropology
- Building the Cumberland Road
- Conference on Community Design
- Economics and the Free Enterprise System
- Invention and Design: A Work Area of the Present & Future
- Kennedy Library Goes to School
- Personality Exploration of Elected Officials

Comprehensive:
- Four Worlds: A Teacher/Counselor Team Effort

*Please Note:* Also available are:

— *People In Careers*, the Center's listing of human resources in the South Bend-Mishawaka Area, (see Volume 5, #3). Useful either as a directory for educators in or near St. Joseph County, or as an example to those in other parts of the state; it is available without cost to Indiana educators.

— *Bibliography of Free and Inexpensive Resources.* A two-page listing of prices and addresses of the type of material described in this column can be obtained by writing or calling the Center.

# ACCOUNTABILITY FOR CAREER DEVELOPMENT

*By Gerald Dudley*

Bailey and Stadt propose in their 1973 book *Career Education, New Approaches to Human Development*, "American public education is based on the very simple assumption that intervention (i.e. schooling) during the formative years of childhood and adolescence prepares individuals for adulthood and various and sundry roles in society. . . . The school's responsibility for assisting individuals with career planning, decision-making and preparation for entrance into employment has been almost totally ignored."

It is this very subject of intervention techniques that provides the focus of this month's *Accountability* article. It follows that if educators are able to *discover the needs* of students locally; if they are then able to procure the assistance of the lay and educational community in *formulating appropriate goals*; if they can *describe the student behaviors* that will demonstrate that a goal has been reached; then an array of alternative learning environments may be provided by the educator to assist youth in reaching these goals. Human nature provides evidence that a technique (condition) suitable to one learner may be inappropriate to another, and that significantly differing interventions may result in common learner outcomes. It is, therefore, important that both educator and youth be aware that a variety of activities and resources is important in the learning environment so that education may be accountable *to* all students.

The following classification and examples of career development interventions are provided as a foundation the reader may build upon in curriculum development. The continuum ranges from symbolic interaction to personal involvement experiences.

1. *Printed media* — Booklets, brochures, pamphlets, source books, manuals, and guides related to occupational and self-exploration.
2. *Audio and visual media* — Films, filmstrips, slides, posters, video tapes, records and cassettes that provide career information and planning suggestions.
3. *Programmed Learning* — Workbooks, kits, games, simulations, and computer-assisted information processing designed to involve the student in career planning and self-understanding.
4. *Personal Observation* — Opportunities for students to hear, view, and interact with the realities of others' careers through visits, tours, speakers, shadowing, interviews and worker demonstrations.
5. *Role-Practice* — Dramatization, role-playing, value clarification, vocational tryout, career clubs, Junior Achievement, and career counseling to provide opportunities to simulate career roles.
6. *Extended Preparation Programs* — Pre and post-graduation vocational-technical training, apprenticeships, employer training, armed forces training, JOBS, MDTA, Job Corps, NYC, WIN, home study courses, community colleges, and college and university programs related to career preparation.

**CAREER EDUCATION CONSULTANTS:** Dr. Gerald Dudley, Director; Ms. Carol Berry, Mr. Paul Elliott, Mr. Jim Meuninck, Ms. Kim Powers, Dr. Eldon Ruff, Mr. Paul Smith.

MISHAWAKA, IND. 46544

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Career digest

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# The Career Resource Center Features . . .
## CAREER EDUCATION AND THE COLLEGE STUDENT

*As career education continues to receive attention from our nation's educators, the needs of the college student for career guidance and career education becomes more apparent. This month's "Career Digest" highlights some of the beginning efforts being made at the college level to help students make wise career decisions. Also included are articles which discuss efforts to prepare students in education and guidance programs to assist others in their career development.*

*It is hoped, of course, that these articles might prove useful to educators in post secondary situations. More important, we hope that all of our readers might find in this issue the kernel of an idea that will spark new or increased career education and guidance efforts.*

### PRE SERVICE CAREER EDUCATION IN TEACHER EDUCATION AT INDIANA UNIVERSITY, SOUTH BEND CAMPUS

Dr. James A. Yutzy
*Coordinator of Field Experiences*

Career education is rapidly becoming an integral part of teacher education at the South Bend campus of Indiana University. The undergraduate program has several components into which career education has recently been incorporated.

DR. JAMES YUTZY

One component of the undergraduate program happens to excite me in particular. Career education has been incorporated for the first time this year in the student teaching experience. First, an all day seminar was conducted by the Career Resource Center staff to give the student teachers a general overview of career education. Then the beginning of an extended "hands-on" experience was offered to all the student teachers as they worked in classrooms in public, private, parochial, or independent schools. As a follow-up to this program, a small group seminar was offered several weeks later which continued the experience and expanded the learning about career information. These student teachers then tried some techniques in their classrooms in an attempt to incorporate career education into the school curriculum. A number of them have returned several times to borrow various types of materials and media and to get more specific information from the people at the Indiana Career Resource Center.

We have not begun to evaluate these efforts because the first complete experience took place as recently as this past semester. Yet I am encouraged. As I visit schools, classrooms, and supervising teachers I have been asking, "What's happening as far as career information is concerned?" And I'm discovering that we are getting the information out to the schools through our student teachers. A dissemination of information about career education is needed because many of the teachers in local schools do not yet make good use of this resource.

We are hoping through our undergraduate program to provide the thrust for career information first to students who need it when making the decision to go into education. Then for those who choose this field, we hope to enable them to take that information and incorporate it into their own classroom teaching in the schools. I feel very strongly that through our program we can not only change teacher education but also provide the information and the resources to the local schools at relatively low cost both in terms of the Center personnel, facility, and time.

## TEAM TEACHING, AND WHAT A TEAM!

*By* Carol Berry

This fall Indiana University at South Bend offered a graduate course in Occupational Information. So what, you ask? So this course was far from the traditional lecture-format theories-study graduate course.

Staff members of the Career Resource Center, having been invited to team-teach this course, wanted to share their excitement about life-changing opportunities offered by a study of career development. To achieve this goal, it was felt that student participation was to be a top priority. Thus, the course was designed to begin with the students' personal career development, and to expand from that base to include a brief look at career development theories, followed by a chronological look at career education in elementary, high, and post-secondary schools.

Indiana Career Resource Center teaching team.

Some of the highlights of the course included:

- **The Career Blocks Game.** In this experience, students were asked to represent the comparative value of family, school, work, and other inputs into their own career development by arranging various sized blocks in a pattern.
- **The Elementary Experience Packages.** Students were able to better understand some of the methods for integrating career education in an elementary classroom by experiencing these methods as children would, and then by discussing ways teachers could use these strategies. Methods included role-playing, puppetry, simulation, game playing and designing, interviewing, and taking an imaginary field trip.
- **Career Education Resources.** Opportunities were given students to explore the multi-media career education resources housed at the Indiana Career Resource Center.
- **Touring the Elkhart Area Career Center.** This new concept of shared days between regular high school and a very professional and complete vocational training opportunity was unknown to most students, and thus made a very exciting trip for them.
- **Indiana State Employment Office Visit.** Another public service of which many students were unaware, this tour/lecture was a real learning experience for most.

Student participation was also insured by the establishment of reference groups in class. These smaller groups helped to create a warmer climate among class members so that students could more freely share thoughts, understandings, and experiences.

Reference groups were given two major tasks to complete during the semester. One was to keep a journal or diary outlining the career development (from age 8 to 18) of an imaginary youth. Using the experiences and information presented in class, each group was to consider the possible influences of family, peers, school, interests and abilities on their fantasy child. The teaching team was able to keep in touch with class members' learning by observing the increasing sophistication with which groups handled the many influences on career development discussed in the journals.

The other important task of each reference group was to complete a project in some area of career development. Possible topics included everything from elementary career education to retirement, including use of leisure time and occupational status of girls and women. Project results could be reported via slides, curriculum units, tape-recorded interviews, or on paper for presentation to the rest of the class.

The majority of group members found the research and development efforts they invested in these projects to be time well spent. Many felt in-depth investigation of a career development sub-topic gave them a better understanding not only of the subject studied, but also of the meaning it has in the larger context of career growth.

Evaluations of the course by class members showed that most were very favorable to both team-teaching and reference group aspects of the course design. The very basic and pervasive nature of career development seemed to be better appreciated by these students as a result of course work. In fact, several students even took advantage of this experience to investigate or alter their own career directions.

## FOR EXAMPLE . . . .

*By* Ed Morton *and* Kim Powers

In an effort to better serve the needs of its students, the University Division at Indiana University, South Bend, in cooperation with the Division of Education, developed a two credit-hour course entitled "Personal Career Development."

This course is designed to aid undecided college students in their efforts to choose a major field of study. It also is an attempt to relate various academic majors to potential areas of employment. Through such a course, a student not only becomes more knowledgable about the variety of careers and lifestyles available to him and the ways and means to choose and enter them, but also comes to know himself more fully. Thus, the students should be better able to select *personally* appropriate, realistic and satisfying occupational goals.

The course, taught by Mr. Ed Morton, Assistant Director of the IUSB University Division, meets once a week for approximately a one and half hours. Classroom activities have included: interest, aptitude, and personality testing; a review of vocational choice theories; identification of occupational information sources; resource-person class visitations to discuss academic majors, placement and related areas of interest, group discussions and peer counseling sessions.

As a portion of the course requirements the students are expected to complete a term project which consists of the development of three vocational briefs. Each brief is to contain general information concerning job setting, duties, special requirements, educational requirements, salary levels, outlook, etc. In addition each brief must contain the name of at least one local professional in the field with whom the student has talked. The briefs are also to contain a list of related careers in order to give the student an idea of the range of jobs potentially open to him.

In general, feedback from the class members has been very positive. One student indicated that the course was extremely helpful to him and that "it should be required of all freshman students." Several class members have encouraged their friends to enroll in the course this coming semester.

The enthusiastic response exhibited by the class has reinforced the feeling on the part of the University Division and the Division of Education that such a course is helpful in providing information and structure for logical decision-making as it relates to vocational choice.

## ACCOUNTABILITY FOR CAREER DEVELOPMENT

*By* Gerald Dudley

As this continuing column unfolds it should become evident to educators that being involved in an accountability process requires a specific set of educational skills. These skills require the delineation of outcomes which may be expected of learners as a result of teacher or counselor involvement and facilitation. An ability to precisely describe the expected student responses resulting from the actions of educators will be outlined in this article.

Five components make up a descriptive statement of performance. Once an educator has mastered these components he should be able to describe student outcomes with regularity and adjust the learning environment to bring the student behaviors about. The five components are as follows:

1. *Who* is the performer? It helps to realize that the student, or learner is the one who will be observed as demonstrating the desired behavior.

2. *How* will the act or behavior be performed? The educator must be able to use the action verbs that describe the observable learner act or outcome. A simple guide of action verbs arranged in order of learner difficulty is as follows:

   a. *Identify* — The learner selects appropriately.

   b. *Distinguish* — From comparable choices, the learner selects.

   c. *Name* — The learner supplies an oral or written name.

   d. *Order* — The learner arranges events in proper order.

   e. *Describe* — The learner completes a word picture sufficient that any other person could also identify the event described.

   f. *Construct* — A drawing or construction is properly completed by the learner.

   g. *State a rule* — The learner verbally states an order and event description that conveys a principle or rule to follow.

   h. *Apply a rule* — The learner uses a learned rule to derive a proper solution.

   i. *Demonstrate* — The learner makes a correct response and shows the operations necessary to reach that correct response.

3. *What* will be the resulting learner performances? The educator must know the product or outcome that is being learned so that performance may be observed and evaluated.

4. The *Conditions* under which the behavior will be performed should be stated. These are the "givens" or learning environments that an educator arrange to facilitate learning.

5. *The Standard of Success* against which the performance is to be evaluated may be described. This may range from perfection for a group of learners to much less than that for an individual student over an extended period of time.

Each of the above components is necessary to prepare behaviorial outcomes of learning. To aid educators in practicing this skill each component is numbered in a sample objective shown below:

> (After an interview with a specified worker),$^4$ (the learner)$^1$ (will describe)$^2$ (several)$^5$ (rewarding and interesting attributes of the job).$^3$

**Mr. Ed Morton (left), Assistant Director, and Mr. Eugene Love, Director, of the University Division, I.U.S.B.**

## THE F & I COLUMN

*By Carol Berry*

This month's free and inexpensive column features a handbook called *College to Career*. This resource was developed in a co-operative effort between members of the Career Resource Center's staff and Mr. Eugene Love and Mr. Edward Morton of the University Division of Indiana University at South Bend.

Designed primarily for use by students at IUSB, this book outlines information about careers that are directly related to the degree programs offered at this campus. Sections devoted to allied health, arts and sciences, business, education, music, and public and environmental affairs each offer a listing and brief description of careers open to holders of these degrees.

By necessity, careers listed are limited to those most directly related to each degree. As stated in the introduction to this manual, "There is a great area of overlap in terms of employment opportunities for majors in the different academic areas . . . and we do not mean to imply that a student will be limited only to the careers listed." (pp 1-2.)

This book, however, does make a good effort at helping current and prospective IUSB students answer the perennial question, "I like this course of study, but what do I do with it?"

More information about and limited quantities of *College to Career* may be obtained by contacting:

Mr. Edward Morton
University Division
Indiana University at South Bend
1825 Northside Boulevard
South Bend, Indiana 46615
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## NEW AT THE CENTER:

## CAREERS SOUND FILMSTRIPS

Pathescope Educational Films, Incorporated, has developed a series of sound filmstrips called *Careers*. The twenty titles in this set run the gamut of career areas from business administration to graphic arts and from computers to transportation.

Designed for senior high school to adult audiences, each career area program has a two-part format. The first part covers the broader aspects of the career field, while the second deals with more specific information, such as the personal qualities, training, and attitudes needed for the work. This information is shared with the viewer in an interview format. With the help of the Associated Press' resources, program authors have contacted and interviewed workers in each career area from many sections of the United States. Attention has been paid to representation of men and women and all racial groups within each career area.

Each program costs about $40.00 for two color filmstrips, sound on record or cassette, and a Teacher's Manual.

Titles available for preview at the Center include *Careers In:*

*Business Administration*
*Transportation*
*Law Enforcement*
*Government Service*
*Community Service*

For more information about the *Careers Sound Filmstrips*, contact:

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle, New York 10802

**CAREER EDUCATION CONSULTANTS:** **Dr. Gerald Dudley, Director; Ms. Carol Berry, Mr. Paul Elliott, Mr. Jim Meuninck, Ms. Kim Powers, Dr. Eldon Ruff, Mr. Paul Smith.**

**Indiana Career Resource Center**
**Coordinated by the Division of Education**
**Indiana University at South Bend**
**1205-09 South Greenlawn Avenue**
**South Bend, IN 46615**
**Phone: Area 219-289-2851**

# Career digest

Volume 5, Number 3

December, 1973

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Funded by the Vocational Education Division, Department of Public Instruction, Indianapolis, Indiana 46204

# The Career Resource Center Features . . .

## COMMUNITY INVOLVEMENT IN SCHOOLS

*This issue of the Career Digest features a special emphasis on community involvement in career education. An article by Mr. Emil Reznik of the Associates Corporation on the interdependency of schools and business and industry [illegible] descriptions of the method used in South Bend to create a directory [illegible] persons from many occupations, and a special way of tapping resource persons used in Clark [illegible] Middle School. [illegible] a book which helps its readers identify and use the community as a resource [illegible] additional thoughts about the possible contributions of parents and community [illegible] monthly columns. Finally a [illegible] report on the interaction of school and community [illegible] Task Force on the career [illegible] is included.*

*We hope that our [illegible] schools and communities are working together to improve [illegible] added impetus to those already in progress.*

*Happy holidays from our staff to yours!*

MR. EMIL REZNIK

Over the years I think educators and businessmen alike have been looking for a more realistic, innovative and meaningful program to assist the non-college bound youth to enter useful, rewarding employment.

The vast majority of the work force is made up of non-college graduates. This high percentage reflects itself in practically all companies and all industries. Of those students currently in high school, only 20% will go on to college level work. Of the 20% going on to college, 1/3 will drop out before receiving their baccalaureate degree. That means that 8 out of 10 high school students should be receiving occupational counseling and training while they are enrolled in our public schools.

I am aware that in many of the "hallowed halls" of higher learning, it has been suggested that general knowledge for its own sake is somewhat superior to useful knowledge. Alfred North Whitehead observed:

> Pedants sneer at an education that is useful. But if education is not relevant and useful, what is it?

The answer, of course, is that it is nothing.

All education is career education or should be. Our educational system must be preparing students to either become properly and usefully employed immediately upon graduation from high school or to go on to formal higher education. Contrary to all logic, we continue to treat occupational or skills training as education's "poor cousin." For the past many years we have taught those skills grudgingly. They have been dull courses in dull buildings. Here most make the assumption that "college is something better for everyone." What a sad commentary, especially for a country as dependent on her machines and technology as America.

The school by itself as an entity to establish meaningful career guidance will fail. It must seek out and establish a continuing dialog with the business community for the necessary information and help to make the educational experience relevant and continually updated. The schools need the business assistance and the businesses are extremely dependent on the schools to provide trained people to help maintain our viable free enterprise system.

By Emil W. Reznik
Vice President of Human Resources
Associates Corporation of North America
1700 Mishawaka Avenue
South Bend, Indiana 46615

A TOTAL COMMUNITY APPROACH TO CAREER EDUCATION

## PEOPLE IN CAREERS: A Resource Directory

*By* Kim Powers

Despite their differences, all communities have much in common. One commonality is that all are at least part of a school system. Though the students attending the schools in that system may differ in their abilities, interests, and needs, all students do have a need for experiences that will prepare them for productive and fulfilling employment. Each student needs to discover the variety of careers available to him, identify those in which he might be satisfied and successful, and further investigate the preparation they require. Providing such experiences is the purpose of a career education program.

In addition to having schools, all communities also have people and places where these people work. This is an important consideration in a career education program. To be effective, career education cannot be provided solely within the confines of the school. Schools must open their doors to the community.

The *PEOPLE IN CAREERS: A Directory of Human Resources in the South Bend-Mishawaka Community* represents doors to the community. The South Bend-Mishawaka area, like all communities, is rich in people who can supplement classroom materials with real world experiences. In this directory are listed individuals who have agreed to share their experiences with students.

*PEOPLE IN CAREERS* has just been updated by the Indiana Career Resource Center staff with assistance from local civic organizations. Four years ago the Career Resource Center and a civic club published a similar directory. Included in this directory were names of local people who agreed to serve as resources in regard to their career fields. Response from local educators indicated a need for continuing the directory, particularly as career education receives increased emphasis in our schools at both the elementary and secondary levels. But feedback did indicate a need for updating and expansion of the directory — including more occupations that require less than a four or five-year college degree and utilizing more minorities as resource persons.

To compile such a directory, contacts with workers are very important. Whether one is a teacher, counselor or administrator, one knows people — and these people most likely are workers. Colleagues shouldn't be overlooked; they can be tapped for the resource persons they can provide.

Cooperation from local civic groups is also a tremendous asset. Though educators have some "ties" with the business community, civic club members, because they are a part of the business-industry community, can certainly provide useful and necessary contacts. The South Bend-Mishawaka directory profited by assistance from the Kiwanis Clubs, Rotary Clubs, Urban League and the Pilot Club.

Resource persons may come from many and varied sources — vocational school instructors, retired citizens' groups, parents of school children, and others. Thus, it is quite important that the community be informed of the need for resource persons.

Both the individual making the contact and the person being contacted need to know the exact purpose of such a directory. In addition to this information the prospective resource person does need to be made aware of his specific responsibilities should he agree to having his name listed in the book.

Once names for the directory have been gathered, a system for arranging these names must be determined. There are many ways to categorize: around job titles, such as the fifteen Office of Education clusters, according to a particular vocational theory, or by educational training level. Basically, the group compiling the directory will have to decide what system will best facilitate use of their directory. The *PEOPLE IN CAREERS* book was organized around John Holland's typology of occupations because this particular grouping fit the needs of the Career Resource Center.

The updated *PEOPLE IN CAREERS* directory which has been made available to local counselors and teachers, contains a listing of approximately three hundred and seventy-five workers in the South Bend-Mishawaka area. Besides the listing of resource persons, several blank "addition pages" are provided at the back of the directory. It is suggested that here teachers and counselors list the names of students' parents or workers from the businesses, industries, and establishments in the community surrounding the school who might be willing to share their experiences with the students.

While these visits by a resource person into the classroom are very valuable for the students, they can also be a rewarding experience for employee and employer. Illinois Bell offers one such example. Bell supervisors were looking for an installer to visit an elementary classroom in Northwest Indiana. From the many available persons they chose an installer who had been with the company for eighteen years. While talking with the youngsters, this man began to see his job in a different light. He had been considered by several of the supervisors as a person with a poor attitude in regard to his job. But through his experience as a resource person, this installer began to take pride in the work he did. The utility company supervisors vouch that there has been a complete reversal in this man's attitude about his occupation. Obviously, this is a benefit to Illinois Bell.

Career education depends upon community involvement, and one way for a community to involve itself is through resource persons who can offer real world experiences. Community resource persons are essential to the success of a career education program. And best of all — each community does have such resources right outside the walls of the school building.

## FOR EXAMPLE . . . . . .

*By* Kim Powers

Workers in the Clarksville, Indiana area, BEWARE! If your work should happen to take you into Clarksville Middle School, you may find yourself not only doing your job, but also talking to the Clarksville students while there in the building.

Counselors Doris Miller and Ralph Kessons make an effort to find out what types of workers might be coming into the school building. As they hear of these various workers, they relay this information to the appropriate subject matter teachers. The teachers often then invite the workers to talk with their students. Such experiences give the students an opportunity to see that in the world of work there are many types of jobs related to each subject-matter area.

The following are just a very few samples of those workers who have been used as career resource persons while they were in the Clarksville school on business:

auditors talking with math classes, deliverymen visiting with English classes, planetarium repairman conversing with science classes, gymnastic equipment repairmen meeting with physical education classes, landscape workers talking with science classes. School workers were also utilized in various classroom situations.

One must keep in mind that these workers were not taking time from their jobs to come into the school building to talk with students. In fact, they were already there on business. In many cases the workers were asked to continue with their tasks while students observed and asked job-related questions. These individuals often talked very candidly about their experiences, including such topics as job tasks, lifestyle, advantages, disadvantages, feelings, and future plans.

The educators and students in this building have found these sessions worthwhile and informative. They indicate that they value the informal nature of these encounters because the workers are often more relaxed, open, and realistic than they might have been if specifically invited to the school building.

The workers, too, seem to enjoy such sessions, once they find that talking with students is not difficult. They often find themselves learning as much from the students' questions as the students do from their answers. As an indication of their enthusiasm, some of these workers have continued to volunteer to serve as resource persons as they visit other schools during their business days.

For further information contact:

Mrs. Doris Miller or
Mr. Ralph Kessons
Clarksville Middle School
101 Ettels Lane
Clarksville, Indiana 47130

## ACCOUNTABILITY FOR CAREER DEVELOPMENT

*By* Gerald Dudley

Last month's "Accountability" article pointed out that a useful tool for determining the appropriate goals of student career development within any community is the Needs Assessment process. This process is intended to bring the parents and greater community representatives together on a team whose first task is to define the student behaviors that can be expected from career-related educational interventions. This involvement and support can produce immense dividends for any school system. But the Needs Assessment process *must* begin with a planned effort on the part of educators.

The responsibility of educators within a Needs Assessment Team is one of planning the process through giving definition and understanding to the broad areas of career development goals that might be reflected in student behaviors.

Although each area can be divided into separate or sub-grouped parts, the following broad areas of goals are suggested as starting points for further definition by local task forces:

1. Self-understanding and Interpersonal Skill Development.

   How aware is each student of his unique personal attributes, their development, and the environmental influences on his behavior? How effective is he socially and to what degree does this match his aspirations?

2. Knowledge of Both the Work and Leisure Worlds.

   How aware is each student of the structures of potential careers, the benefits and requirements of each and the potential opportunities and satisfiers for him? Does he have an understanding and a developing skill in both work and leisure-related activities?

3. Educational Awareness.

   What understanding does each student have of the nature of educational opportunities, their relation to the work world, and the skill of learning-how-to-learn.

4. Career Deciding Knowledge and Skills.

   How well does each student understand and make use of a decision-making process? Does he understand the influences of personal goals and values? Is he aware of and allowed to use available planning resources? How much risk-taking has he encountered and how does he see this relating to career planning?

The educator has the responsibility of assisting the Needs Assessment task force to define *expected* student behaviors within these broad goal categories so that a level of performance may be established.

## The F & I Column

This month's "Free and Inexpensive" column features *The Yellow Pages of Learning Resources*, edited by Richard S. Wurman, published in 1972 by the MIT Press.

In the introduction to the *Yellow Pages* Wurman says, "We must learn to use the city to explore. We must learn not to overlook the obvious. We must learn to hear when we listen, to see when we look, to ask questions, and to realize that good questions are better than brilliant answers." (p. 1)

In accordance with this policy, this resource lists questions about each of seventy-one alphabetically listed people, places, or processes found in nearly every city or town. The purpose of these questions is to assist teachers and students to explore more meaningfully the possibilities for learning in these varied situations.

The categories found in the book range from such easily accessible sources as ***Child, Street Corner, Money, Next-Door Neighbor***, and ***Garbage Man*** to those often-studied subjects ***Museum, Newspaper Plant, Post Office***, and ***Zoo***. Some of the more unusual listings include ***Tree Stump, Union Boss, Race Track***, and ***Helicopter***.

Having recently spent an hour interviewing an architect, I read carefully the *Yellow Pages'* entry on architects in an effort to estimate the quality of the questions in this book. Now I realize that I should have read the questions before I did the interview. Although I felt satisfied that I had learned a lot from my talk with the architect, there were some great questions listed that I wish I had asked!

We at the Center strongly recommend this book for both student and teacher use. Also, if we may share a rumor, we understand that the same group will soon publish a *Yellow Pages of 100 Careers*. We think and hope that it may prove as useful as its predecessor.

*The Yellow Pages of Learning Resources*
can be ordered for $1.95 from:
The M.I.T. Press
Massachusetts Institute of Technology
Cambridge, Massachusetts 02142

## WORKING TOGETHER

### Special Groups in Career Education

*By* Paul Elliott

It is usually a dangerous practice for someone to try to speak for another person. It is considered by many to be equally dangerous for a male to speak about the female experience. Therefore, my remarks in this article will reflect hesitantly on some observations about the female career opportunities situation.

It seems that in many areas of the country traditional barriers to women in some careers are beginning to melt away. Many job opportunities for women are opening in fields once closed to them. Such areas as engineering, accounting and sales are now actively seeking women to fill job openings. There is finally some recognition of the vast reservoir of talent available to the nation. However, this is not the point of this article.

The observation that I would like to make is that women should take care to make good use of this important initiative. Upward mobility in careers has historically been the positive turning point for all groups in our society. Those who gain offices in the nation's industries can reach down to assist others on their way up.

Those that have been active in the women's movement must now become the stewards of the movement's goals and aims. They must provide the means to make other women aware of expanding career opportunities. One of the most important places to insure this awareness is in the nation's schools.

A major thrust of the career education concept is the presentation to all youngsters of the career opportunities and potential that are available to them in our society. All women should check to see if their small sisters are receiving this kind of information in our country's schools.

I hope that I have not been presumptuous as a male for making the above observations, but I do have a selfish motive. I have a daughter that shows some academic promise. She has indicated that she wants to become a pediatrician, and someday I would like to brag about "my daughter, the doctor." But that can only happen if today's women help today's educators eliminate any sex-role biases which might discourage my daughter, and all our girls, from fulfilling the promise of their highest potential.

## COMMUNITY GROUP PLANS TO ORGANIZE LOCAL TASK FORCE ON OCCUPATIONAL STATUS OF WOMEN

As part of this year's observance of National Career Guidance Week, the Career Resource Center took steps to assess local interest in the development of a Task Force on the Career Development of Girls and Women in the South Bend-Mishawaka Area. The Center invited representatives of the Chamber of Commerce, Indiana University at South Bend, the Indiana Employment Securities Division, and the Mayor's office to speak to a selected group of men and women about the current educational and occupational situation of girls and women in this locale.

The purposes of the Task Force will be two-fold. One objective will be to identify problem areas which may interfere with the career development of girls and women in our community. Having identified these problems, then, the second goal will be to locate possible sources of mediation and present these to appropriate groups with suggestions for action.

Both speakers and members of the audience expressed interest in the further development of such a Task Force, and an organizational meeting is planned for January.

Mr. Eli Miller, South Bend-Mishawaka Chamber of Commerce, and Dr. E. Marcia Kimmel, Division of Education, I.U.S.B. were two of the speakers.

**CAREER EDUCATION CONSULTANTS:** Dr. Gerald Dudley, Director; Ms. Carol Berry, Mr. Paul Elliott, Mr. Jim Meuninck, Ms. Kim Powers, Dr. Eldon Ruff, Mr. Paul Smith.

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# Career digest

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# The Center Features . . .

## THE COUNSELOR AND CAREER EDUCATION

[illegible] educational and vocational decisions. A [illegible] all areas of [illegible] in this light, [illegible] of personal [illegible]

The following will attempt to deal with ways in which [illegible] through a Career Education Program.

### Guidance and Career Education At The Elementary Level

The guidance component of the Career Education program at the elementary level [illegible] to develop an awareness of self; (2) to aid in the development of decision-making skills; and (3) to facilitate the development of positive values and attitudes toward work.

Early educational experiences provide an important opportunity for pupils to develop an awareness of the world of work. The counselor can assist in establishing this awareness by coordinating a developmental program of career information and resource people. This service can do much to encourage the teacher to incorporate meaningful career-oriented experiences into the regular classroom activities. To be meaningful, these activities must be integrated into the existing curriculum applying the basic skills used in mathematics, language arts and social science. Besides adding important information and relevance (enrichment) to the present curriculum, it will also help demonstrate to students the similarity between school life and work life.

### Guidance And Career Education At The Middle School Level

Assuming that a basic knowledge of oneself and an awareness of the world of work has been introduced at the elementary level, middle school students should be ready to explore at a realistic level, some occupational considerations. The counselor and teacher, working in a cooperative effort, can facilitate this exploration. In grades 6-8 career guidance activities might include: 1) career cluster exploration, 2) assessment of interests, aptitudes and abilities as related to occupational roles and 3) orientation of students to high school curricula and training programs.

The second step, and the most important part, involves the teacher-counselor guidance team assisting the student in relating self-information to his expanding knowledge of the world of work. Using this information in an individual and/or group setting, counselors can help students explore lifestyles associated with a variety of ways one might choose to make a living.

A major concept at the middle school level is that certain experiences are important in the career development process. For many years students have been asked to make decisions without being given an adequate exploratory base on which to reach that decision. Career guidance, implemented in a systematic approach, can assist the student in assuming responsibility for both his educational and vocational future.

### Guidance And Career Education At The High School Level

Successful career guidance programs will expand the focus beyond the school building to that of the total community, coordinating all efforts to benefit the student. Teachers can be assisted in developing skills to promote positive classroom behavior, in the use of group process in promoting student growth and development and in understanding the implication of subject matter to the student's career choice. Counselors may aid families by promoting an awareness of how home and school can work together in identifying experiences which will enhance a student's career plans. Community involvement must be initiated by the counselor to develop a strong communication and feedback system regarding career exploration opportunities available to students. Regular contacts with businesses, industries and local service clubs which promote student development help to keep the counselor "attuned" to current youth programs and opportunities.

Excerpted from *The Counselor and Career Education* by Mrs. Elizabeth C. Wampler, Division of Pupil Personnel Services. Published by State of Indiana, Department of Public Instruction, 1973.

## FOR EXAMPLE

*By* Kim Powers

Man has a need for food, clothing and shelter. Sound familiar? Through our school experiences, we have all, at some time or another, been introduced to this concept.

While second grade students at Thompkins School were studying this concept, their teacher, Ms. Moore, decided to give a new twist to her unit. In addition to studying man's need for shelter, the students' school work would also be focusing on related career education concepts.

As is true of most teachers, Ms. Moore had in mind some specific purposes for teaching this unit. She hoped that the students would: 1) understand that housing is a basic need of all people; 2) know and be able to define some new words, such as architect, blueprint, construction, realtor; and 3) understand that the kind of housing built depends on types of materials available and needs dictated by geographic location.

She designed a number of classroom activities to help students achieve these understandings. Classroom learning experiences included involving the children in:

a) Reading the *True Book of Houses* by Katherine Carter and discussing the effects of the environment upon housing.

b) Reading *Come Work With Us In House Construction*, by Jean and Ned Wilkinson (Sextant Systems, Inc., Milwaukee, Wisc. 1970) and role-playing occupations depicted in the book.

c) Studying house construction jobs and simulating such jobs by drawing plans of a house on paper, collecting various sizes of boxes and scraps of fabrics and using these to build model homes.

d) Discussing the job of interior designers and designing furniture for their model houses.

e) Studying the job of realtor and role-playing the buying and selling of their model homes. Involved here was also the role-play of a bank loan situation.

f) Discussing and demonstrating (houses catching fire, blowing away, being covered with water) the importance of house insurance and insurance salesmen.

g) Bringing in a local architect, construction worker and realtor to speak to the class about their jobs.

As one can see Ms. Moore's unit was not only comprehensive, but also exciting. Put yourself into the sneakers of a second grader — what a fun way to learn your math, reading, art, social studies and science, right?

For further information contact:

Ms. Donna Middleton
(Ms. Moore is currently teaching in Italy)
James Thompkins School
1300 W. Mill
Evansville, Indiana

## IN-SERVICE TRAINING; STAGE II: GAMES TEACHERS PLAY

*By* Paul Elliott

If you are expecting to read an article about transactional analysis in the classroom, you might be disappointed. If, on the other hand, you are expecting to read about teachers working with career materials and new ideas, we think you might want to read on.

On Wednesday, the 19th of October, Carol Berry and Paul Elliott went to Madison Elementary School in Warsaw, Indiana. Miss Berry and Mr. Elliott's objectives during their visit with the staff were three-fold. First was to demonstrate the interrelation of solid career theory with existing classroom teaching. Second, was to show the versatility of integrating career education into lesson plans and the curriculum. The third objective was to involve the staff at Madison with some free or inexpensive materials (under $10.00) so they could begin immediately to try some of the activities in their classrooms.

Several methods were used by Miss Berry and Mr. Elliott to accomplish the above objectives. The first activity was the career education "Grab Bag." The Madison staff was divided into five five-member groups. Three sets of cards were presented to each group. The cards were fanned out in "poker fashion" so the educator could draw a card without being aware of the content of the card he or she was drawing. This was done three times, with three different sets of cards.

On a set of blue cards were written general concepts about the world of work, such as: "A worker must understand, not only his job, but also his employer's rules, regulations, policies and procedures." On green cards were written subject areas such as language arts, history, science, etc. The last set of red cards suggested a method for teaching the concepts. Among the methods listed were "role play", "puppetry", or inviting a resource person into the classroom.

The task of each group was to bring the three variables together into a logical pattern for a lesson, unit of study, or curriculum-fusion situation.

After each group outlined their projects, they shared with the total group the plan of action they devised. Some of the suggested activities and procedures presented were very unique and innovative. One group of teachers suggested visiting places near the school where skill in art is needed for a job. Using the concept, "A person may be suited for several different careers," the children would be encouraged to see themselves as potential artists looking for work in a series of places — from the obvious art teacher's classroom to the less obvious secretary's desk or insurance salesman's office.

Another activity presented by the visiting Center staff involved the educators with materials that were either free or relatively inexpensive. These materials ranged from books offered by the Indiana State Employment Service to commercial publications. Each group chose from a collection of materials, and discussed how their selection might be useful in a variety of classroom situations. This information again was reported to the total group. Copies of a short bibliography were also distributed for the staff's use.

At the conclusion of the program, time was allocated for questions and interaction with Center staff. Also an "appraisal of the program" form was provided for the Madison staff to rate the impact of the Center's program.

## THE F & I COLUMN

*As promised in our September issue, this month we are beginning a new column which will describe some recently published free and inexpensive career education materials.*

The *Career Education Resource Guide*, published by the General Learning Corporation, (address: Morristown, New Jersey 07960) is an idea book. It contains nearly one hundred descriptions of classroom career education activities for students at all grade levels. Each of these lessons was developed and used by a classroom teacher. For this reason, most of the suggestions found in this book are very creative, as well as practical and inexpensive to use.

The format for each lesson includes a listing of career education concepts, a performance objective, materials, a lesson capsule, and observations about the lesson and possible variations for it from the originating teacher.

Also found in the *Career Education Resource Guide* are an introduction to career education written by Dr. Kenneth B. Hoyt, and an overview which describes objectives, resources, and suggestions for evaluation for each of the book's three sections: Kindergarten/Elementary, Middle/Junior High, and High/Adult. The final section of this guide contains a very useful chart which relates career education concepts both to grade levels and subject matter.

And to save the best news for last — this valuable resource is available from the publisher for only $4.25!

## ACCOUNTABILITY FOR CAREER DEVELOPMENT

*By* Gerald Dudley

Last month's "Accountability" article suggested the time is at hand to apply the rapidly emerging body of educational technology to the career development of Indiana youth. Bookending the youthful age spectrum befitting free public education are parents and potential employers who laud, challenge and condemn the career preparation practices of the school.

Why does this diversity of opinion exist? I submit two reasons may be at its core. The first is that we have not spent the time and energy to define the goals related to career development. The second reason may be that we, in education, have excluded the lay community from this goal definition process.

If we are to take advantage of new technology in education to define these elusive career development goals, the mechanism of Needs Assessment should be one of our first considerations.

The Needs Assessment process places the learner in the central role. The various constituencies (students, parents, potential employers, etc.) express and agree upon the student behaviors expected as a result of career related educational experiences. This is one part in a continuing process that blends the community and the school into a motivating force that advances all education.

Once expected behaviors are defined with some precision, the evaluation of individual students' progress toward the goals are assessed. Differences between the *expected* behaviors and the *existing* conditions are considered the *student needs* upon which career development programs are focused.

If Indiana is to make a step forward in a career development accountability system, each community should begin to lay plans for the conduct of a Needs Assessment.

INDIANA
CAREER
RESOURCE
CENTER
1209
1205

I.C.R.C. staff members, Jeff Remble and David Yates, demonstrate their sign-making abilities as they display new Center sign.

## AN INVITATION

We would like to have you in our film that will be viewed by educators nation-wide. If you are involved in a creative career education project or unit please send details to James A. Meuninck, 1209 S. Greenlawn Avenue, South Bend, Indiana 46615, or call (219) 289-2851.

**CAREER EDUCATION CONSULTANTS:** Dr. Gerald Dudley, Director; Ms. Carol Berry, Mr. Paul Elliott, Mr. Jim Meuninck, Ms. Kim Powers, Dr. Eldon Ruff, Mr. Paul Smith.

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Career digest

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# The Career Resource Center Features . . .

High on the most recent list of priorities adopted by the United States Office of Education's Bureau of Occupational and Adult Education was the challenge:

> to obtain a better data base for career counseling and guidance.

If we in career education are to heed this observation from the U. S. Office, we must first consider the type of data most important to collect. We must then look at the optimal uses for this information as it improves services offered by teachers and counselors to students in our state.

In order to determine the relevancy of the gathered data, the following broad criteria could be a beginning:

1. Self Knowledge — Does the student have a realistic understanding of his own abilities and interests?
2. Job Knowledge — Does the student have an adequate base of information for career choice?
3. Decision Making — Does the student possess the necessary skills for productive decision making?
4. Placement — Did the student get a job?
5. Job Satisfaction — Was and is he satisfied with his job or career field choice?
6. Adequacy of Guidance and Counseling — Were the student's choice and placement appropriate?
7. Opportunity for Mobility — Are the student's skills widely useful?
8. Opportunity for Advancement — Can the student meet his needs for advancement?

Armed with this information, what kinds of uses can educators find for it?

It might:

— serve as a basis for curriculum modification.
— show employment trends.
— outline job mobility patterns.
— highlight rewarding career possibilities.
— assist in the evaluation of the effectiveness of the guidance and placement programs currently being offered.
— help educators determine additional strategies that should be explored.
— upgrade the public image of the career guidance and counseling programs, demonstrate the services provided by them and justify such programs.
— prove an asset to counselor educators in preparing prospective counselors.
— make guidance and counseling programs more responsive to student needs.

The ultimate measure of a good career guidance and counseling program is the placement of students and their satisfaction and advancement in their jobs. Career education has made a good start in this direction, but this has only been the first step on the proverbial thousand-mile journey.

We must begin now to evaluate our services to students and improve them as we continue in our efforts to provide the best education for all.

*By* — Mrs. Sparkle Crowe
Director, Pupil Personnel Services
State Department of Public Instruction
Indianapolis, Indiana

## INDIANAPOLIS PROGRAMS DESCRIBED

By Paul Smith

*The Career Resource Center offers services to facilitate the implementation of career education concepts in Indiana. These services range from the loan of materials to the presentation of programs for educators and community members. Starting this month, this column will feature a series of articles describing these various services, our goals for them, and the reactions we have received from various groups.*

In order to start at the beginning, this month our topic will be the "STAGE I: INTRODUCTION" presentation offered by Center staff members. This short (1-2 hour) program introduces the philosophy of career education and gives an overview of current progress in the field. Objectives include facilitating an understanding among audience members that: 1) career education is for *all* students, and 2) it is a developmental process which must be integrated into the K - 12 curriculum and includes self-knowledge, values clarification, knowledge of the worlds of work and training, and decision-making skills. With this understanding, we hope to generate enthusiasm among members of the audience for the purposes and methods of career education.

Although each audience and therefore each presentation is unique, we typically follow a format which includes an introduction of ourselves and the Career Resource Center through the media of a brief talk or a film. This is often followed by slides depicting the concepts of career education and some concrete examples of these ideas as they have been carried on in various Indiana classrooms. As time and audience size allows, we then offer some materials for demonstration, conduct a discussion session, or other activity.

**Center Career Education Consultants (from left) Mr. Paul Smith and Dr. Gerald Dudley.**

We are closely guided by the experience and needs of the audience in planning these programs. The length and content of each agenda is, hopefully, fitted to help us meet both the expectations of the participants and our goals for facilitating the local development of career education. Two such "STAGE I" presentations were made at Warren Central High School and South Wayne Junior High School in Indianapolis on Tuesday, July 31 and Wednesday, August 1, by Dr. Gerald Dudley and Mr. Paul Smith.

Gerald Dudley, the Center's director, gave a brief description of the function of the Indiana Career Resource Center and showed a film developed by staff member Jim Meuninck. This 16 mm film, "A Total Community Approach To Career Education," describes the Center's role in helping to implement career education concepts in the schools of Indiana, using the Mobile Training Unit as a way of bringing to the school and community hands-on kinds of experiences.

Paul Smith assisted by working with smaller groups as they explored career education materials, both hardware and software, which are available for curriculum development and career education implementation. Concurrently, Dr. Dudley demonstrated some career education games and unit materials developed by graduate students of Indiana University at South Bend.

As a result of the "STAGE I" presentation, the audience seemed to feel their own awareness of the need for career education had improved. They also expressed enthusiasm for many of the ideas they had encountered which could be used to enliven their own classroom experiences.

## ACCOUNTABILITY FOR CAREER DEVELOPMENT

By Gerald Dudley

Somewhere on this planet Earth there are nations and societies in which the means to a livelihood are learned within the home and family structure. Some groups have preserved and engendered this cultural heritage with a great deal of pride and the skills of life have become daily activities. For other groups, the necessities of life and livelihood replace skill learning opportunities so much that pride in workmanship never emerges. Our country has experienced a rapid change, unprecedented in history, during its peoples' past three generations. The responsibility and pride of learning the skills of life have been subsumed in a "parent welcomed" manner by the educational institutions.

There is now some hint on the horizon that not everyone is satisfied with or even informed about the decisions we, as a nation, have accorded our schools. The term "accountability" has received status in Educational Jargonese but our confusion about its definition seems to heighten our defensiveness toward the public. The questions, "To whom are we accountable? "and" For what are we accountable?" may be at the core of an immense number of sub-questions relating to this nation's transference of the career nurturance process of its youth from the family to the educational institutions.

In Indiana, Public Law #309 makes it mandatory that all public schools in the state shall institute an accountability program no later than 1977. Will it be one that will continue to dichotomize our youth along traditional educational pursuits or one that will provide career development for *all* youth no matter what his or his parents' educational choices may be? Will it be one that provides for a partnership between the home, the school, and the community or one that produces larger quantities of red tape and mistrust? No answer to vague questions is ever easy so this column will be devoted, throughout the year, to the systematic inspection and reflection on a program of accountability for career development and the issues surrounding that notion.

## WORKING TOGETHER

*By* Paul Elliott

At first it seemed a little speck,
And then it seemed a mist.
It moved and moved, and took at last
A certain shape, I wist.

For Coleridges' *Ancient Mariner* the promise of hope appears on the horizon, only to be dashed in the following stanzas. The poor lost soul is set adrift on a difficult and hazardous journey.

Excited by its early potential, some people are now concerned about the noticeable drift in career education. They fear this drift may be away from the people who could have the most to profit from career education. The educational course of these groups may include some special hazards, and so requires careful consideration by career educators.

One such group of people is the urban black who resides in an island setting in our major metropolitan areas. For these, the waters are uncertain, and their crafts are sometimes old and unmanageable. Their major concern seems to be who will be at the helm of career education when they begin the journey toward promising careers.

Another group of people includes the women of our society who, up to this time, have not been part of the crew. They have asked that they be given the chance to work along side of their male counterparts in bringing the ship more into the wind of equal career opportunities.

Who would deny passage to the handicapped? They may disembark earlier than the other passengers, but the necessity of their passage is of no less importance. The tools for their survival must be carefully selected by competent educators who are aware of the mental and physical snares that will entangle the unprepared.

Still another group that needs careful attention by career educators is the group of individuals who seem always to have a steady wind. They have often gone unnoticed by educators because of the effortless way they seem to skim over the waters of education. On brief observation, their journey is marked by a trim vessel and full sails. However, in plotting their course to maximize the uses of their talents, they sometimes fail to notice danger. In their haste to accomplish surface objectives they become lost in a becalmed sea.

And what about the adult? Who is to deny him the opportunity to select a different direction? He may view his contribution to one career as complete, and wish new vistas of opportunity and service. Educators must provide guidance for him through useful channels that lead to more meaningful careers.

Some people feel that too many educators have ridden at anchor in a polluted bay. Other educators have chosen to leave the bay and attempt some rescues on the high seas of education. One vessel presently in service now is career education. Its ballast is uncertain and its crew untried, but its course is clear. The course and mission of career education are to provide hope — a lasting hope of self fulfillment.

It is hoped that in the future this column will shed light on some of the needs and concerns of these special groups of people. Career education cannot live up to its initial promise without careful consideration of the courses which will most benefit these important people in our society.

## FOR EXAMPLE,

*by* Kim Powers

"Romeo, Romeo, wherefore art thou?" "Down in Ms. Powell's room!"

Students in Ms. Frona Powell's 9th grade English class were involved in a unit on William Shakespeare during the past school year. Shakepeare's "Romeo and Juliet" was the drama chosen for study. As one might expect, the class members studied the play through the reading of it, listening to recordings of various acts and discussing it in class. But the unit was not completed at this point.

Ms. Powell's class went further. By researching and discussing the various jobs and skills involved in the staging of a production, the students explored the career opportunities available in the theater area. They also discussed the problems involved in the producing of a play. All this was preparation for a classroom staging of "Romeo and Juliet."

Through projects, students had an opportunity to perform a job in the production. Projects were of the students' own choice, i.e. costume design, acting, hair styling and makeup, scene design, lighting, directing, etc. Given an opportunity to try out a theater-related job that interested him, a student became more aware of what it feels like to do that job, what skills and abilities are necessary for the particular job, and some duties the job entails.

Often in English class, students will act out a portion of a play that they have been studying in class. Such an activity does bring life to the drama, as well as allow some students a communication experience. Ms. Powell's approach not only enlivened "Romeo and Juliet" for the students, but it also gave *all* students an opportunity to be involved in the production in a way that was meaningful to them. In addition to increasing their understanding of literature and its value to society, the experience also added to the students' knowledge of the various career opportunities available in the theater area.

Ms. Powell felt that this was a most successful study of Shakespeare. Though she did not utilize community resources, she feels that the Actor's Theater of Louisville, Children's Theater and several others could have provided field trip opportunities or resource personnel for the classroom. On completion of the unit Ms. Powell said, "By allowing students to participate actively in staging the drama, I feel the enjoyment of the play itself increased."

For further information contact:

Ms. Frona Powell
Scribner Junior High School
c/o New Albany-Floyd County Consolidated
School Corporation
Career Resource Center
510 W Spring Street
New Albany, IN 47150

## GRAFFITI

THE PURSUIT OF HAPPINESS EMPLOYS HALF A PERSON'S DREAMS, ¾ OF HIS WAKING HOURS, AND ALL OF HIS FREE TIME. IT MAY BE THE ONLY JOB WHERE EVERYONE GIVES 100%!

J. M.

FARALLONES SCRAPBOOK
Yellow Pages of Learning Resources
VALUES CLARIFICATION

Next month watch for our article describing free and inexpensive career education materials like the ones pictured here.

**CAREER EDUCATION CONSULTANTS:** Dr. Gerald Dudley, Director; Ms. Carol Berry, Mr. Paul Elliott, Mr. Jim Meuninck, Ms. Kim Powers, Dr. Eldon Ruff, Mr. Paul Smith.

**Indiana Career Resource Center**
Coordinated by the Division of Education
Indiana University at South Bend
1205-09 South Greenlawn Avenue
South Bend, IN 46615
Phone: Area 219-289-2851

# APPENDIX D

Note: Included in this section is a description of three multi-media developments. The first two are 16mm films. The third is information and evaluation of a developing visual-auditory self test of interests.

CAREER EDUCATION SERIES

## DAWN TO DUSK - PART I

Color: 18 minutes, 16mm optical sound
Cost: $175.00 $10.00 Preview Fee
Copyright 1974 - Indiana Career Resource Center.
Distributor: ICRC - 1209 S. Greenlawn Ave., South Bend, In. 46615

## FILM OBJECTIVES

To provide five visual experiences of career education to serve as a basis for group discussion and activities.

To demonstrate the effectiveness of career education as a means of modifying behavior, developing self and occupational awareness, making the curriculum more meaningful, and providing a relevancy in our schools that approaches the needs of our youth.

To demonstrate techniques of implementing career education into the elementary school curriculum.

To demonstrate the low cost of career education in the hands of resourceful educators.

To share in the expressed feelings of teachers and students involved in elementary career education projects.

To provide a guide to student involvement in the development of films.

Materials available free of charge with film: Career Education Curriculum Guide.

## FILM SUMMARY:

The film starts with a narration of its objectives voiced over a school bus making its early morning pick ups. From there it cuts to a third grade classroom involved in assembly line production. The students and teacher discuss what they learned from the unit.

Then the setting changes to a fourth grade class which is preparing to interview first graders for jobs that they have researched and made interview booths for. The teacher talks about the development of the unit and the students express their feelings for the experience.

The third sequence takes place in the kitchen of an area vocational school. There fifth graders work side by side with young adults who in turn teach them their trade. The teacher, student trainers, and student trainees relate their feelings about the peer relationship.

Fourth, a group of students write, shoot and edit an eight millimeter documentary film about a funeral home. The teacher tells how the experience developed career awareness, and facilitated learning in

English, math, language arts, social studies and science. The students support the teacher's narration and give the viewer verbal evidence of the self awareness provided by the experience.

Finally, the film visits a classroom in an intercity school. The teacher explains how career education has helped her to meet the individual needs of students from disadvantaged families.

CAREER EDUCATION SERIES

## A TOTAL COMMUNITY APPROACH TO CAREER EDUCATION

Color: 11 minutes, 16 mm optical sound
Cost: $140.00 $10.00 Preview Fee
Copyri-ht 1972 - Indiana Career Resource Center
Distributor: ICRC, 1209 S. Greenlawn Ave., South Bend, In. 46615

## FILM OBJECTIVES

To provide a quick pictorial description of a way to organize a career resource center.

To overview the concept of life-long career development.

To provide a historical presentation of the development of career education.

To provide an indication of the many types of career resource multi-media materials that are available.

To introduce the concept of in-service teacher training as a viable approach to implementing career education in schools.

Materials available free of charge with film:

1. A model document to tap the people resources of a community, and model proposal for implementing an executive phone system in area schools to be coupled with the use of the following document.

2. Resource Directory of multi-media materials including price and description and place to order.

## FILM SUMMARY:

The film starts with a quotation from Dr. Frank Parsons, the founder of career guidance. It continues with a montage sequence of a Career Education Mobile Training Unit rolling through the countryside with short shots of teachers working in it.

There is a cut-away to a description of the goals and objectives of career guidance near the turn of the century. It then flashes forward to the nineteen seventies depicting educational failure to achieve these goals with a large segment of the American population.

Following this is a description of the efforts of a small group of educators in South Bend, Indiana to create a program to meet the career developmental needs of all youth. From this program develops the Indiana Career Resource Center, federally funded and charged with implementing career education throughout the State of Indiana.

A montage of the Center's operation is followed by examples of what students and educators are doing in Indiana schools.

The film ends with a meaningful quotation that passes on the charge to all educators to take advantage of the opportunities afforded by the flexibility of American youth.

# A STUDY TO VALIDATE THE EFFECTIVENESS OF A HOLLAND TYPOLOGY AUDIO-VISUAL TECHNIQUE FOR ASSISTING STUDENTS WITH CAREER AND COLLEGE MAJOR SELECTIONS

## Identification of Issue:

Educators have been aware for some time of the many disadvantages of traditional pencil and paper testing. Particular dissatisfaction has been expressed toward controlling elusive variables such as anxiety on the part of the examiner, the sterility associated with certain testing situations, and the verbal discriminations that cloud test interpretations.

The anxiety experienced by people while taking exams has been the subject of many investigations. Most of these studies establish the basic conclusion that the anxiety is experienced at various stress levels by the participants taking the exams; however, the difficulty seems to arise in assessing how much the anxiety prejudices the results.

A portion of the reason for the anxiety experienced by youngsters may be a fabricated sterility associated with traditional testing situations. Youngsters seem to expect a certain nonresponsive "clinical" approach to sampling their responses. Many examiners have classified some of these types of pupil expectations as "test-wise" youngsters. The bias this places when comparing test data lessens the chance of useful results.

Much effort is being focused on the problem of test prejudices based along cultural and socio-economic lines. At times the problem exists with the powerlessness of the respondents to react to written or verbal stimulus. This becomes increasingly difficult for non-English speaking persons.

In an attempt to depart from the traditional process of occupational interest testing, a new design of testing procedure has been identified. Utilizing the existing potency of visual and auditory stimulus, students will experience a vocational interest test that will provide an appealing involved format. It will also provide immediate feedback for the student. In an uncomplicated test structure, the student will be able to consider, by himself or with the help of others, choices related to careers.

The program will utilize an audio-visual format to test vocational interest without the usual biases related to cultural or cognitive selection. The design of the instrument is anticipated to facilitate decision making about occupations without the interference associated with traditional test devices and item understanding.

Description:

The foundation on which the above structure is to rest is the work of Dr. John Holland. The visual-auditory presentation of the program is modeled after Dr. John Holland's work of characterizing people by their resemblance to each of six personality types. The visual-auditory descriptors will be of the worker's functions as described by Holland. This will provide the student with experiences associated with work, school, and the community.

The demonstrated success of commercial television and commercially-produced packages relating to occupational choice has not been followed up with confirmed studies (except in the case of Sesame Street) to indicate useful planning techniques. These programs have offered exciting contemporary stimulus to which youngsters react. Until full utilization of practical approaches of visual and auditory programs related to career selection are developed, educators will have to rely on limited descriptors for student use. The result of this limitation will continue the process of inequities of information gathering for a considerable number of students.

The program will utilize a response sheet for each participant. The response sheet is self-administered and self-scored for immediate use by the student. The participants will record their reaction to a sequenced visual and audio program on the response sheets. After the program the respondent scores the responses made and receives immediate feedback. The information provided for the respondent includes college majors and/or career options. The program relies on the effective and cognitive response of the subject viewing the program.

The advantages foreseen for the instrument would be its ease of duplication, its adaptation to local environmental settings, and the ease of locally norming test results. It would provide the educator with springboards to occupational exploration or counseling with the student concerning careers or work roles.

Procedures:

The site contemplated for validating the instrument is the Michiana area, which includes areas in Northern Indiana and Southern Michigan. The community affords the investigator the opportunity to examine both industrial and rural life styles. It also includes the variety of cultural and socio-economic grouping necessary for instrument validation.

In addition to the advantages of the community, the existing facilities include the service, media, research, and computer areas of the Indiana Career Resource Center and Indiana University at South Bend.

After construction of the instrument is completed, validation will proceed using sub-samples of persons in known occupations. These responses will be empirically analyzed to provide predicative validity statements. These statements will then become the basis for the visual inventory. With this framework, the program will develop along Dr. Holland's model.

The next phase envisioned would incorporate validating by using expressed and tested career choices by students within the geographical area served by the Indiana Career Resource Center and Indiana University at South Bend.

During the development, adjustments are anticipated to calibrate pictorial representations, pictorial and auditory discrimination among personality types representative of school-age children (both English speaking and non-English speaking). Also included will be comparative evaluations of pictorial and auditory techniques. Comparison of the 2x2 slide-sound format versus 16mm presentations is anticipated. This is necessary to yoke the best format and response levels of those youngsters taking the test.

# APPENDIX E

| DATE | BORROWING INSTITUTION | # PIECES |
|---|---|---|
| 6-25-73 | Jefferson School | 11 |
| 8-7-73 | Wabash Valley Tech. In.<br>Terre Haute, In. | 1 |

| DATE | BORROWING INSTITUTION | # PIECES |
|---|---|---|
| 9-5-73 | Milford J. H. | 31 |
| 9-10 | Madison School | 1 |
| 9-10 | Young High School | 2 |
| 9-10 | Winona School | 1 |
| 9-10 | Harrison School | 1 |
| 9-10 | Henry Ford High School | 1 |
| 9-12 | Twin Branch | 1 |
| 9-13 | Pinewood School | 8 |
| 9-14 | Kewanna School | 6 |
| 9-21 | Jefferson | 1 |
| 9-21 | Whiteman Jr. High | 1 |
| 9-24 | Coquillard School | 1 |
| 9-24 | Disney School | 1 |
| 10-1-73 | Wakarusa School | 6 |
| 10-3 | LaVille | 1 |
| 10-4 | IUSB | 1 |
| 10-4 | IU Student | 1 |
| 10-9 | DuVall | 1 |
| 10-9 | Grand Ledge Academy | 3 |
| 10-11 | Drug Abuse | 2 |
| 10-12 | Twin Branch | 1 |
| 10-12 | Grissom | 5 |
| 10-15 | Franklin Comm. H. S. | 1 |
| 10-18 | Monroe School | 1 |
| 10-19 | Mishawaka H. S. | 1 |
| 10-19 | New Prairie H. S. | 1 |
| 10-23 | Nuner School | 1 |
| 10-29 | Teresa Swanson | 1 |

| DATE | BORROWING INSTITUTION | # PIECES |
|---|---|---|
| 11-5-73 | Barker Jr. High | 3 |
| 11-5 | Bingham School | 2 |
| 11-5 | Purdue | 5 |
| 11-6 | Dr. H. Lewis | 1 |
| 11-8 | Dr. DuVall | 1 |
| 11-9 | Elkhart Career Center | 1 |
| 11-9 | Marshall School | 1 |
| 11-13 | Milford Jr. High | 1 |
| 11-13 | Brownsburg H. S. | 1 |
| 11-13 | Central H. S. | 2 |
| 11-14 | IU Seniors | 6 |
| 11-15 | Elkhart Career Ctr. | 2 |
| 11-16 | IU Dr. DuVall | 8 |
| 11-16 | Grissom | 3 |
| 11-20 | Pulaski Middle School | 1 |
| 11-26 | Kathy Hanson | 1 |
| 11-26 | Central Catholic School | 4 |
| 11-26 | Marshall School | 1 |
| 11-30 | IU Student | 1 |
| 12-3-73 | Concord East Side, Elkhart | 3 |
| 12-3 | Osceola School | 9 |
| 12-3 | Holben School Elkhart | 1 |
| 12-3 | DuVall | 1 |
| 12-3 | Highland Jr. H. S. | 2 |
| 12-3 | Warren School | 7 |
| 12-4 | Elkhart C. C. | 2 |
| 12-4 | Warsaw Jr. High | 4 |
| 12-4 | Doris Martin | 4 |
| 12-5 | Emmons | 5 |
| 12-5 | John Adams H. S. | 8 |
| 12-6 | Elkhart C. C. | 1 |
| 12-10 | Moran School, Osceola | 7 |

| DATE | BORROWING INSTITUTION | # PIECES |
|---|---|---|
| 1-7-74 | Hay School | 1 |
| 1-8 | Twin Branch | 3 |
| 1-8 | West Side J. H. | 6 |
| 1-9 | Elkhart Career Center | 1 |
| 1-11 | Woodland School | 5 |
| 1-14 | Moran School | 9 |
| 1-16 | Bloomington H. S. North (In.) | 11 |
| 1-22 | N. Side J. H. S. | 6 |
| 1-23 | Walt Disney School | 3 |
| 1-23 | Brookdale J. H. S. | 2 |
| 1-28 | Grissom Middle | 18 |
| 1-28 | Kouts Jr. Sr. H. S. | 9 |
| 1-28 | Scott Middle Sch., Hammond In. | 9 |
| 1-28 | Warsaw J. H. | 8 |
| 2-4-74 | Pat Mulligan | 1 |
| 2-6 | Ardmore School | 2 |
| 2-6 | 900 Howard Bldg. | 1 |
| 2-15 | Westview Jr. Sr. H. S., Topeka In. | 8 |
| 2-15 | Eastern Jr. Sr. H.S., Greentown, In | 1 |
| 2-15 | Jefferson Jr. H. S. (Ft. Wayne?) | 1 |
| 2-18 | Elkhart Center | 1 |
| 2-18 | Clay Middle School | 1 |
| 2-19 | Clay Middle School | 1 |
| 2-19 | Concord Jr. H. S. | 1 |
| 2-20 | Northside H. S., Mish | 2 |
| 2-20 | Mishawaka H. S. | 3 |
| 2-26 | Beiger School | 2 |

| DATE | BORROWING INSTITUTION | # PIECES |
|---|---|---|
| 3-4-74 | Rogers H. S. | 6 |
| 3-5 | Elkhart Career Center | 6 |
| 3-6 | Beiger School | 3 |
| 3-6 | Twin Branch | 6 |
| 3-7 | Ind. Sch. for the Blind | 4 |
| 3-8 | Peru Jr. H. | 1 |
| 3-11 | Muessel Sch. | 1 |
| 3-11 | Osceola Sch. | 9 |
| 3-11 | Concord East H. S. | 2 |
| 3-12 | Warsaw Comm. H. S. | 1 |
| 3-12 | Franklin Elem. Sch. | 1 |
| 3-13 | German Township | 3 |
| 3-13 | Lakeland H. Sch. (La Grange) | 1 |
| 3-13 | Elkhart Career Center | 1 |
| 3-13 | Central (Elkhart) | 1 |
| 3-19 | Bieger Sch. (Mish) | 2 |
| 3-27 | Sharan Burns | 3 |
| 3-28 | Reitz Memorial H. S. (Evansville) | 2 |
| 3-29 | Argos Sch. | 1 |

| DATE | BORROWING INSTITUTION | #PIECES |
|---|---|---|
| 4-8-74 | Judy Redwine's Class | 4 |
| 4-8 | " " " | 1 |
| 4-8 | " " | 2 |
| 4-8 | First Presbyterian Church | 2 |
| 4-8 | Mary Frank | 1 |
| 4-9 | Tarkington | 2 |
| 4-10 | Kouts Jr. Sr. H. S. | 4 |
| 4-10 | Redwine Class | 2 |
| 4-11 | Madison Jr. H. S. | 4 |
| 4-11 | Dr. Redwine's Class | 1 |
| 4-11 | Sociology Class | 1 |
| 4-11 | Dr. Redwine's Class | 1 |
| 4-12 | Madison | 1 |
| 4-12 | Dr. Redwine's Class | 3 |
| 4-15 | Brighton Elm. & Jr. H. S. | 2 |
| 4-15 | Mary Frank | 3 |
| 4-15 | Mona Kirch (Madison Student Teacher) | 2 |
| 4-15 | Mrs. Reiter | 1 |
| 4-15 | Battell (Mish) | 4 |
| 4-16 | Riley H. S. | 2 |
| 4-1[illegible] | F. J. Reitz H. S. (Evansville) | 1 |
| 4-18 | Riley H. S. | 2 |
| 4-19 | Dr. Schmidt | 1 |
| 4-22 | Lynne Boldridge | 5 |
| 4-23 | Harrison Hill Elem. (Ft. Wayne) | 4 |
| 4-24 | Debbie Sandock | 1 |
| 4-24 | Logan Industry | 1 |
| 4-24 | Storybook Jr. H. | 1 |
| 4-26 | Mary Shara | 1 |
| 4-26 | Chamberlain Sch. | 2 |
| 4-29 | Nuner Sch. | 1 |
| 4-29 | Raggeddy Ann Nursery | 1 |
| 4-29 | Drug Abuse | 1 |

| DATE | BORROWING INSTITUTION | # PIECES |
|---|---|---|
| 5-1-74 | Sandoch, Debbie | 2 |
| 5-3 | Drug Abuse Center | 1 |
| 5-5 | Elsie Rogers Sch. | 1 |
| 5-6 | Towncrest Jr. H. | 1 |
| 5-6 | Washington H. S. | 6 |
| 5-6 | Central H. S. | 1 |
| 5-6 | South Side Sch | 3 |
| 5-7 | Clay H. S. | 1 |
| 5-9 | Renee Valley Sch. District (Three Oaks, Mich.) | 1 |
| 5-14 | Martinsville J. H. S. | 1 |
| 5-29 | Mueller Elem. | 8 |
| 6-6-74 | Edison School (Hammond) | 1 |

# APPENDIX F

# FEEDBACK

File # ________

County ________

Thank you for your interest in career education in general, and the Indiana Career Resource Center in particular. It was a pleasure to be of service to your staff. The staff at the Center hopes you will feel free to call upon us again in the future.

As a measure of the effectiveness of our contact with you, please respond to the items below. Circle the number beside each item that indicates your honest choice. A circled 6 would indicate a high response and a circled 1 would indicate a low response.

1. I understood in advance what the presentation was to be about. 1 2 3 4 5 6
2. The program was presented within the announced time boundaries. 1 2 3 4 5 6
3. The physical facilities for the program were adequate. 1 2 3 4 5 6
4. The presenters' presentations were: 1 2 3 4 5 6
5. The program seemed to fit my particular needs with regard to career education. 1 2 3 4 5 6
6. Opportunities were given to explore the concepts of career education and to define their implications for our local situation. 1 2 3 4 5 6
7. I have new plans for including career development activities in my future work with youth (adults). 1 2 3 4 5 6
8. I would appreciate further involvement with the services of the Indiana Career Resource Center. 1 2 3 4 5 6
9. I personally would like some input into further discussions or planning of career programs for our schools and community. 1 2 3 4 5 6
10. Additional comments

______________________________________________

______________________________________________

______________________________________________

(Please fold and return to the address on the back or submit to the facilitator of this program)

FROM:

Indiana Career Resource Center
1205-09 South Greenlawn Avenue
South Bend, Indiana 46615

# APPENDIX G

June 26, 1974
3125 Bowstring Pass
Fort Wayne, Ind. 46808

Dr. Gerald Dudley
Indiana Career Resource Center
1205-09 S. Greenlawn
South Bend, Indiana 46615

Dear Jerry,

Mr. Paul Smith and Ms. Kim Powers made a presentation at St. Francis College in Fort Wayne for the Educational and Vocational Information Services class. Personally I had not seen this new presentation and workshop, thus I was in for a treat.

The slide presentations, especially Indiana Happenings, were truely enlightening. The simulation brainstorming technique was good and I believe a very useful technique for stimulating practical methods of presenting career education in the classroom.

A very fine job by two very fine people. I hope to convince my principal to have the presentation for South Side High School.

Sincerely,

Thomas J. Gordon

Thomas J. Gordon

Chamberlain School
GOSHEN, INDIANA
46526

DON WYSONG
PRINCIPAL

428 N. 5TH STREET
PHONE 533-5780

June 19, 1974

Dr. Gerald Dudley
Indiana Career Resource Center
1205-09 South Greenlawn Avenue
South Bend, Indiana, 46615

Dear Sir:

It is with great appreciation to you and your staff that I write this letter. The workshops you have held and the local visits with the career unit have been slowly but surely seeping career education into our thinking.

Thank you for sharing with us the tremendous personalities in Carol Berry, Paul Elliott and Paul Smith. Their low key presentations have been well accepted and very helpful to our launching a fifth and sixth grade career orientation program.

Sincerely,

Dean Slagel.

Dean Slagel
Elementary Guidance Counselor

DS/mlb

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • ERICKSON HALL

Career Education
Resource Center
Erickson Hall
Rm. 114
May 29, 1974

Indiana Career Resource Center
1205-09 South Greenlawn Avenue
South Bend, Indiana 46615

Attention: Dr. Gerald Dudley
Director

Dear Dr. Dudley,

In behalf of our group, I would like to thank you and your staff again for the cordial reception extended us on our recent visit to your Center. We found the presentation most informative and motivating. As a result, members of our group have expressed a desire to observe a workshop in session. Please advise when such a visit might be feasible.

Sincerely,

Bette Karmann

STATE of INDIANA
Dr. Harold H. Negley, Superintendent
STATE DEPARTMENT OF PUBLIC INSTRUCTION
ROOM 229 – STATE HOUSE
AREA CODE 317-633-6610

INDIANAPOLIS 46204

MEMORANDUM

TO: Dr. Gerald Dudley and Staff DATE: May 13, 1974

FROM: Liz Wampler and Jerry Keiser

RE: Career Education Sharing Day

Just a note to let you know we really appreciated all the support you and your staff gave at the Career Education Sharing Day. Several people commented on their tour through the mobil unit, so the trip was worthwhile.

A summary evaluation and a listing of participants will be forth coming. Hope this information will be helpful to you.

Thanks again th the "team" at The Indiana Career Resource Center.

LAKE RIDGE SCHOOLS

4620 West Ridge Road Gary, Indiana 46408
Telephone 838-1819

BOARD OF SCHOOL TRUSTEES

Eugene Ewen, President
Henry J. Ensweiler, Vice President
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H. F. Laudien, Member

Dr. Carl T. Bergstrom, Superintende
John M. Tsangaris, Assistant to Superintendent
Macon W. Terrell, Pupil Personnel

April 24, 1974

Dr. Gerald Dudley
Indiana Career Resource Center
1205-09 S. Greenlawn Avenue
South Bend, Indiana 46615

Dr. Gerald Dudley:

I would like to thank you and the Career Resource Center for making the mobile unit and all the career education materials available for the Lake Ridge Vocational Curriculum Committee. We hope we can provide the opportunity for the unit to visit our high school and two junior high schools.

Mr. Paul Elliott gave an excellent presentation. He provided our committee with a wealth of information.

Again, thank you for making this opportunity available to us.

Sincerely,

Nick Julius
Administrative Assistant

NJ:dn

*Northeast Oakland Vocational Education Center • 1371 North Perry • Pontiac, Michigan • 48058 • 334-3595*

March 28, 1974

Dr. Gerald Dudley, Director
Indiana Career Resource Center
1205-09 South Greenlawn Avenue
South Bend, Indiana 46615

Dear Dr. Dudley:

Thanks again for the time and information your staff provided last Tuesday. Since I'm so new to this business, I certainly appreciated the chance to "pick" your thoughts.

I'm glad to see so many new efforts made in vocational and career education in the South Bend area; it's really different from when I was a high school student ten years ago.

Possibly I'll have some information you can use sometime, and if so, I'd be glad to send it to you. We're very proud of our vocational education center.

Best of luck with your programs and with the state funding agencies.

Sincerely,

Michael C Ponder

Michael C. Ponder
Student Services Department

MCP/np

LAKELAND COMMUNITY SCHOOL CORPORATION

DON H. ARNOLD
SUPERINTENDENT OF SCHOOLS
MARION L. LANTZ
BUSINESS MANAGER
JOHN A. NAAB
CURRICULUM COORDINATOR

ADMINISTRATIVE OFFICE
P O BOX 638
SYRACUSE, INDIANA 46567

CORPORATION SCHOOLS
MILFORD (K-8)
NORTH WEBSTER (K-8)
SYRACUSE (K-8)
WAWASEE (9-12)
TELEPHONE
457-3188

March 22, 1974

Dr. Gerald Dudley
Indiana Career Resource Center
1205-09 South Greenlawn
South Bend, IN 46615

Dear Gerald:

On February 13, 14 and 18, Mr. Paul Smith conducted career workshops with our corporation's teachers of grades 6,7 and 8. Without exception, all teachers were very favorably impressed with Paul and the content and methodology of the workshops.

I wish to express our appreciation to the Indiana Career Resource Center for the support and resources you have provided.

Sincerely,

John

John A. Naab
Curriculum Coordinator

JAN/ks

LAKELAND COMMUNITY SCHOOL CORPORATION

DON H. ARNOLD
SUPERINTENDENT OF SCHOOLS
MARION L. LANTZ
BUSINESS MANAGER
JOHN A. NAAB
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NORTH WEBSTER (K-8)
SYRACUSE (K-8)
WAWASEE (9-12)
TELEPHONE
457-3188

March 13, 1974

Mr. Paul L. Smith, Jr.
Indiana Career Resource Center
1205-09 South Greenlawn
South Bend, IN 46615

Dear Paul:

Since your meetings with our teachers on February 13, 14, and 18 I have had the opportunity to discuss your presentations with them. Without exception, all teachers were very favorably impressed with the content and methodology.

From the indications of the Composite Rating Sheet you sent, it looks as though all systems are go in Career Education at the Junior High School level.

Belatedly, I wish to express our appreciation to you for your diligent efforts!! It was a sincere pleasure to have you with us.

In the near future I see a need for you to meet with the people you missed in the first round of workshops. As I see it, in this group would be 7 music teachers, 4 art teachers, 5 physical education teachers, and 2 or 3 teachers who were unable to attend "Round One". Please give me a couple of dates to work with. We could plan either a morning or afternoon session.

Also, we need to schedule "Round Two" with the Smith and Elliott team. Please reserve us some time in April.

Thanks again for a job well done.

Sincerely,

John

John A. Naab
Curriculum Coordinator

JAN/vh

The Metropolitan School District of Wayne Township, Marion County

**DR. SIDNEY SPENCER**
SUPERINTENDENT

Administrative O
1220 South High School
Indianapolis, Indiana
Telephone: 244

March 4, 1974

Dr. Gerald Dudley
Indiana Career Resource Center
1209 Greenlawn Avenue
South Bend, Indiana 46600

Dear Dr. Dudley:

I want to take this opportunity to thank you and your fine staff for assisting me in my endeavors in exciting teachers about Career Education. Paul Elliott and Paul Smith came down to Indianapolis on Wednesday, February the 27th., and presented a program in Career Education to the class that I teach at Warren Central High School. The team gets better each time, I do believe. The group was most interested and involved before the evening was over, and I want you to know how much I appreciate their efforts in Career Education.

If I can ever be of assistance to you and/or your staff at any time, please feel free to contact me.

Sincerely,

Tom Garrison

Thomas G. Garrison
Director of Career Development

TGG:bs

WARSAW JUNIOR HIGH SCHOOL
East Main Street
WARSAW, INDIANA 46580
Tel. No. 267-5828

Don Lozier, Principal
William Landrigan, Assistant Principal

Dr. Max E. Hobbs, Superintendent

February 14, 1974

Gerald O. Dudley, PhD.
Indiana Career Resource Center
1205-09 S. Gracelawn
South Bend, Indiana 46615

Dear Dr. Dudley:

Here are a couple more evaluation sheets returned to me after the others were sent.

We have sincerely appreciated the efforts of Kim Powers and Carol Berry. It is hard to evaluate programs such as theirs, but they were well planned and done well.

The teachers are now doing a much better job of incorporating Career Education in their instruction, and we feel sure Kim and Carol have certainly had tremendous influence.

Sincerely,

Frances Heaton
Counselor

/wm

Enc. 2

JOHN SHOAF
PRINCIPAL

CHARLES W. MIKELS
SUPERINTENDENT

*Tippecanoe School Corporation*

EAST TIPP JUNIOR HIGH SCHOOL

7501 E 300 N
LAFAYETTE, INDIANA
47905

January 21, 1974

Dr. Gerald Dudley, Director
Indiana Career Resource Center
1205-09 South Greenlawn Ave.
South Bend, Ind. 46615

Dear Dr. Dudley:

On Friday, January 18, 1974, Paul Smith and Jim Meuninck brought the Mobile Unit to East Tipp Junior High and gave a very good presentation of career education.

Their presentation and enthusiasm for career education left a very positive feeling toward career education at East Tipp. As a staff, we have a high regard for the resource center, its staff, and its attitude toward career education.

Sincerely,

Betty Burkinshaw
Betty Burkinshaw, Counselor

BB/kh

WARSAW JUNIOR HIGH SCHOOL
WARSAW, INDIANA

Don Lozier, Principal
Dr. Max E. Hobbs, Superintendent

November 14, 1973

Dear Kim and Carol,

We did appreciate your coming last Thursday, November 8.

I'm sure the concepts of Career Education couldn't have helped but be an influence and we all know that the teachers will have to make the preparation themselves to really have it of benefit to them or their students.

I feel now if we can appropriate in school time for them, they will be ready, willing and able to implement their thinking.

Please let us have the evaluation forms and the check list for the sessions tentatively planned for November 28th.

Thanks again for your time and effort.

Sincerely,

Frances M. Heaton

Frances Heaton
Counselor

PURDUE UNIVERSITY
AGRICULTURAL EDUCATION
BUILDING G, SCC
WEST LAFAYETTE, INDIANA 47907

November 13, 1973

Dr. Gerald Dudley
Director
Indiana Career Resource Center
1205 South Greenlawn Avenue
South Bend, Indiana 46615

Dear Gerald:

Dr. McFadden and I wish to express our deep appreciation to you and the two Pauls, Elliott and Smith, for the privilege of hearing and seeing more concerning the Career Center's Mobile Unit. We feel extremely fortunate that we were able to have access to the unit and the time and efforts of the men while they were so close to us on their business with the Tippecanoe School Corporation.

We believe that the members of our graduate class may very well become active in the development of the career education concept in their several communities and we've been endeavoring to give them background information as well as some ideas concerning the "next steps" in program implementation. Your cooperation with us was outstanding and deeply appreciated. Please inform the "Pauls" that we were well pleased with their presentation.

Thank you!

Sincerely,

E. E. Clanin

E. E. Clanin
Associate Professor of
Agricultural Education

EEC/al

McIntire Educational Media Center

700 LAFAYETTE STREET • MICHIGAN CITY, INDIANA 46360 • TELEPHONE (219) 872-8691

STANLEY A. HOLDCRAFT
Director of Educational Media

October 29, 1973

File

Mr. Paul L. Smith Jr.
Career Counselor
Indiana Career Resource Center
1205 South Greenlawn
South Bend, Indiana 46615

Dear Paul:

I want to take this opportunity to thank you very much for your participation in our American Education Week observance last week at Marquette Mall.

I hope that we will be able to repeat next year, and with a little more communication with our career counselors be able to have activity for you all week.

Thank you again for your participation and we look forward to working with you again in the near future.

Sincerely yours,

Stan

Stan Holdcraft
Director of Educational Media

SH:pg

MC
MICHIGAN CITY AREA SCHOOLS DR. CHARLES E. FIELDS, Superintendent
AS

McIntire Educational Media Center

700 LAFAYETTE STREET • MICHIGAN CITY, INDIANA 46360 • TELEPHONE (219) 872-8691

STANLEY A. HOLDCRAFT
Director of Educational Media

August 30, 1973

Mr. Paul L. Smith, Jr.
Career Counselor
Indiana Career Resource Center
1205 South Greenlawn
South Bend, Indiana 46615

Dear Mr. Smith:

The time is rapidly approaching for our observance of American Education Week, which is October 21 - 27, 1973. I apologize for not having contacted you earlier in the summer, but I was in summer school until just a few days ago.

I will be having some meetings in the next few days with our vocational education people to get their reactions and ideas for some local displays. I will be in touch with you next week and, hopefully, I will have something concrete for you. In the meantime, if you have any particular thoughts or ideas in regard to your exhibit please let me know.

Thank you again for your interest in preparing an exhibit for us.

Sincerely yours,

Stan Holdcraft
Stan Holdcraft
Director of Educational Media

SH:pg

cc: Dr. Fields
Jack Apple
Jim Clevenger
Dick Sadenwater

Called 9/10/73
3P.m.
Schedule for Oct. 22-23-24
ī Mich. City
P.S.

MC
MICHIGAN CITY AREA SCHOOLS
AS
DR. CHARLES E. FIELDS, Superintendent

FWCS
**FORT WAYNE COMMUNITY SCHOOLS**
DEPARTMENT OF VOCATIONAL AND CONTINUING EDUCATION
REGIONAL VOCATIONAL CENTER BUILDING
1200 SOUTH BARR STREET • FORT WAYNE, INDIANA 46802 • PHONE 219/743-0183

July 27, 1973

Mr. Paul Smith
Indiana Career Resource Center
1205 S. Greenlawn
South Bend, Indiana 46615

Dear Mr. Smith.

It was indeed a pleasure to meet you - a most enthusiastic salesman for education in general and career education in particular. The class was very much impressed with your presentation. It helped many of them clarify some nebulous understandings about the area.

I have of course, had contact with and association with the Resource Center before. And is certainly an "on- going" - "foreward looking" orgainization which is always at the heartbeat of educational needs. The service rendered is outstanding and if information is acted upon. it is invalueable.

I am enclosing a list of the students in my class who wish to receive issues of the Career Digest.

Personally. I would appreciate receiving a copy of he updated Career Education Curriculum.

Again Thanks Much!

Tom Gordon
St Francis College

TRAINING TO MEET THE NEEDS OF PEOPLE

PURDUE UNIVERSITY
CALUMET CAMPUS
HAMMOND, INDIANA 46323

July 23, 1973

Mr. Paul Smith
Indiana Career Resource Center
1205 Greenlawn Avenue
South Bend, IN 46615

Dear Mr. Smith:

Thank you so much for coming to my graduate class in secondary school curriculum and bringing us so much information, presented in such excellent style, about career education. Our thanks to Mr. Dave Yates, too, for his supporting role.

The class, in follow-up discussion, indicated how thoroughly they enjoyed your presentation. I suspect the Center may be getting some contacts from the schools represented.

The mobile exhibit was also excellent. Truthfully, the only thing wrong was that two hours proved to be far too short a time. But as an orientation to the subject it was fine.

Because I feel so strongly about the need for career education, I would like to do what I can to "bring the word." May I call upon your office this coming spring in the hopes you may again send a representative to visit my graduate class of secondary teachers?

Once again, thanks so much for a job well done.

Sincerely,

Chas W. Miller

Charles W. Miller
Associate Professor
Education Department

CWM:krv

P.S. The enclosed list of names is of those students who would like to have the newsletter.

SAINT FRANCIS COLLEGE
FORT WAYNE, INDIANA

July 19, 1973

Mr. Paul L. Smith, Jr.
Indiana Career Resource Center
1205-09 South Greenlawn
South Bend, Indiana 46615

Dear Paul:

How very much my graduate class in Organization and Administration of Guidance Services appreciated your presentation on July 9 at the college. You did an excellent job--especially at 8 a.m. on Monday morning and in an almost impossible 1½ hours! The students did get a taste of what career education is all about and were very much interested in further information. The enclosed list indicates their interest in being placed on the Career Digest mailing list. Several specified they also wish to receive other materials (see notations).

Please mail me at North Side High School, 475 E. State Blvd., Fort Wayne, Indiana 46805, a copy of your revised list of resource materials.

Thanks again for an excellent job! We certainly appreciate you and the Career Resource Center.

Sincerely,

Dolores J. Klocke

(Mrs.) Dolores J. Klocke

Enc.

FWCS
**FORT WAYNE COMMUNITY SCHOOLS**
DEPARTMENT OF VOCATIONAL AND CONTINUING EDUCATION
REGIONAL VOCATIONAL CENTER BUILDING
1200 SOUTH BARR STREET • FORT WAYNE, INDIANA 46802 • PHONE 219/743-0183

Paul - the dates
[illegible] [illegible]
again. Would you
please get the dates
in [illegible] and
bring them to me.
Thanks.

July 13, 1973

Mr. Paul Smith
Indiana Career Resource Center
1205 Greenlawn Avenue
South Bend, Indiana 46618

Dear Paul:

We want to extend our thanks to you for having made yourself and the mobile training unit available to us Monday, July 9th through Wednesday, July 11th. You gave us the direction we needed as well as stimulating us further about the whole concept of career education.

After conferring with Dr. Martin, we wanted to invite you and your mobile unit, if possible, to return to Fort Wayne Sept. 26th, 1973 at 3:00 P.M. for an orientation program with the Career Education Committee and Nov. 1, 1973 for a career education program during teacher's convention. Would you let us know if these dates are feasible for you as soon as possible?

Thanks again Paul for all your help!

Sincerely,

Susan Anderson
Susan Anderson (Mrs.)

[illegible]

SA:jm 6021 Red Oak
- 46815 -

TRAINING TO MEET THE NEEDS OF PEOPLE

# APPENDIX H

# Back to Work Seminar Planned for Women at YW

The committee on public affairs of the YWCA has organized a 9:30 a.m. to 3 p.m. Jan. 25 seminar at the "Y" designed to be of interest to women who are considering going to work or going back to work.

Mrs. Joseph Donlon, chairman, is being assisted by Mrs. Janet Allen, Mrs. Jesse Dickinson, Mrs. Raymond Kuespert, Mrs. Deward Daub, Mrs. Dorothy Griffith and Mrs. Paul Bradfield.

Registration at the "Y" for attendance is necessary by Wednesday, Jan. 23 and the fee includes lunch.

On the agenda are registration and coffee, 9:30 to 10 a.m.; "I'm O.K.-You're O.K." by Mrs. James Robinson of the Transactional Analysis Institute of Michiana from 10 to 11 a.m.; "How to Decide What Job is Right for You" by Ms. Carol Berry of the Indiana University Career Resource Center from 11 to 11:30 a.m.; "What Kinds of Jobs are Available" by Mrs. Joyce Bonnell of Indiana State Employment Service; noon to 1 p.m., lunch and a film on "How to Use the Telephone; "First Impression-Personal Appearance" by Miss Joan Wenger representing Burkhart Advertising from 1 to 1:30 p.m.; "What Happens in an Interview" from 1:30 to 2 p.m.; "Need to Brush Up?" by Walton R. Collins of Indiana University at South Bend from 2 to 2:30 p.m., and "Performance on the Job" by Mrs. Betty Mack of Michiana Personnel.

PREPARING INFORMATION for the YWCA's Jan. 25 seminar for women who are considering entering the job market was the responsibility of the committee on public affairs including, left to right, Mrs. Janet Allen, Mrs. Joseph Donlon, chairman, and Mrs. Jesse Dickinson. The fee for the 9:30 a.m. to 3 p.m. event includes a luncheon, and registration is necessary by Wednesday, Jan. 23.

Photo by Tribune Staff Photographer

# Women's Task Force Sets Goal

By NANCY SULOK
Tribune Staff Writer

Members of the fledgling Task Force on the Occupational Status of Girls and Women in the South Bend-Mishawaka Area agreed Thursday to start with a single goal and let other goals filter in.

The establishment of a women's career counseling center and of training opportunities for women were cited as primary objectives for the group. The Indiana Career Resource Center, 1205-09 S. Greenlawn Ave., will serve as a clearing house for the task force and will provide secretarial services.

Ms. Betty Jones, assistant director of the Governor's Commission on the Status of Women in Indiana, attended Thursday's luncheon session and urged the Task Force members to become politically involved in order to improve the economic status of women.

"Women have to become political animals and to play revengeful politics," she said.

**Few In Administration**

Changes can be brought about if women take time to document their charges of discrimination in employment and education, she said. A study was done in Indianapolis, she continued, that listed all women employed in industry and told what types of jobs they were doing. The study showed that women are not adequately represented in administrative-level positions, she reported.

Members of the local Task Force discussed the possibility of conducting a similar survey among local businesses and industry.

The governor's commission has been conducting public hearings throughout the state, Ms. Jones said, and women in several cities have testified about discrimination in jobs.

"We can document discrimination against women," she asserted.

Ms. Jones said a hearing is planned for South Bend some time in the spring.

She presented the Task Force with numerous documents about political opportunities and how women can become politically active.

**Funds Major Problem**

A major problem for women's commissions in Indiana, Ms. Jones said, concerns funding. Many cities either have not provided funding for their women's commissions, or they provided funding and then cut it off.

She suggested that the local group explore the possibility of acquiring revenue sharing funds.

Thursday's luncheon, organized by the Career Resource Center, evolved from a breakfast meeting held last November during National Career Guidance Week. About 30 persons attended the luncheon.

The steering committee of the Task Force is organizing committees to investigate the various problems faced by women in the local job market.

# IUSB Symposium to Center on Job Needs of Women

A day-long symposium on women and employment is planned for April 20 at Indiana University at South Bend under the sponsorship of the Task Force on the Occupational Status of Girls and Women in the South Bend - Mishawaka Area.

All area groups concerned with the needs of women will be invited, according to Carol Berry, a member of the Task Force's steering committee.

The objective of the symposium, Ms. Berry said, will be to bring together all women's groups in order to have unity and avoid overlapping of efforts.

The Task Force agreed to undertake a survey of all area women's groups and develop a directory outlining the groups' functions, goals and projects. The directory will be distributed free or for a nominal fee, according to Ms. Berry.

Committee chairmen for the symposium are Mrs. Lillian Stanton and Mrs. Theresa Tyler, invitations; Dr. Marcia Kimmel and Ms. Berry, workshops and facilitators; Ms. Paula Auburn, luncheon; Ms. Bonnie Strycker, survey; Ms. Robin Hague, publicity, and Ms. Pat Barrett, displays.

# Career Center Receives Funds

The Indiana Career Resource Center has received funding for the fifth year as a state-wide project to develop the career education concept and disseminate career guidance services and multimedia materials throughout Indiana.

DR DUDLEY

The center received $124,543 for the operation of its basic program through federal funds received and distributed by the Vocational Educational Division of the State Department of Public Instruction, and $34,382 for the operation of a mobile training unit, which is funded separately through the Research Co-ordinating Unit of the State Department of Public Instruction. The Penn-Harris-Madison School Corp. serves as the fiscal agent for the grant.

The activities of the center are co-ordinated by the division of education of Indiana University at South Bend.

The center, the first of its kind in the nation, originated out of a concern for the lack of adequate career guidance for the vast numbers of students who were moving directly from high school to work.

As the program of the center continued to grow, the staff obtained greater insights into the development patterns of youth and adults. They found a greater need to expand their services in several directions: first to the younger child, in order to broaden his knowledge of self and of careers; second to the developing youth, to provide him with simulated or real career experiences for exploratory purposes, and finally to the older youth and adult, to prepare them for the constantly changing career scene.

### Staff Listed

Dr. Gerald O. Dudley, assistant professor of education at Indiana University at South Bend, is the director of the center. He is a specialist in measurement and evaluation and has served as director of counselor education at IUSB for the last three years. In addition, he has served as research and evaluation consultant for the center since 1970.

Dudley has broad experience in educational services as a teacher of vocational education, a high school counselor and as a system-wide co-ordinator of guidance services. He also has worked as a guidance consultant for the Pupil Personnel Services of the State Department of Public Instruction.

Other full-time professional staff members include Ms. Carol Berry, Paul Elliott, James Meuninck, Ms. Kim Powers and Paul Smith. Support services for the center are provided by Mrs. Betty Morrison, office manager, and Mrs. Donna Bach, Miss Denise Kovach, Mrs. Joyce Miller, Jeff Remble, Mrs. Lorraine Wisner and David Yates. Dr. Eldon Ruff, chairman of the IUSB division of education, served as the center's first director.

### Consultation Offered

· The center this year is involved in offering career education consultation to educators in elementary, secondary and post-secondary schools, and members of community agencies and groups throughout the state. The professional staff members have developed programs ranging from a short introduction to career education to a two-day workshop for educators and college students majoring in education.

Using their mobile training unit, center staff members are able to provide localized service to school systems in every part of Indiana.

Co-operation with the State Department of Public Instruction is also a function of the career Resource Center. Co-sponsoring state-wide career education workshops, assisting in the development of a career education curriculum guide, nd helping to train particiants in Indiana's 12 funded areer education mini-projects re a few examples of ongoing activities.

In the South Bend-Mishawa-a area, the center is involved n various projects with schools, community agencies and service organizations. Among these projects are offering various types of multimedia career education materials to schools on a loan basis for use in local classrooms; training area counselors in the use of career education materials; working with members of the Kiwanis Club, Rotary Club, and Urban League to develop a directory of local workers willing to serve as resource people for local educators.

The Preface, Thursday, October 18, 1973

# Career Resource Center gets $124,543

The Indiana Career Resource Center has received funding for the fifth year as a statewide project to develop the career education concept and disseminate career guidance services and multi-media materials throughout Indiana.

The Center received $124,543 for the operation of its basic program through federal funds received and distributed by the Vocational Educational Division of the State Department of Public Instruction, and $34,382 for the operation of a mobile training unit, which is funded separately through the Research Coordinating Unit of the State Department of Public Instruction.

The activities of the Center are coordinated by the Division of Education at IUSB.

The Center, the first of its kind in the nation, originated out of a concern for the lack of adequate career guidance for the vast numbers of students who were moving directly from high school to work.

As the program of the Center grew, the staff learned development patterns of youth and adults and found a need to expand their services in several directions: first to the younger child, in order to broaden his knowledge of self and of careers; second to the developing youth, to provide him with simulated or real career experiences for exploratory purposes, and finally to the older youth and adult, to prepare them for the constantly changing career scene.

Gerald O. Dudley, assistant professor of education, is the director of the Center. He is a specialist in measurement and evaluation and has served as director of counselor education for the past three years. In addition, he has served as research and evaluation consultant for the Center since 1970.

Other full-time professional staff members include Carol Berry, Paul Elliott, James Meuninck, Kim Powers and Paul Smith. Eldon Ruff, chairman of the Division of Education, served as the Center's first director.

The Center is currently involved in offering career education consultation to educators in elementary, secondary and post-secondary schools, and members of community agencies and groups throughout the state.

Staff members have developed programs ranging from a short introduction to career education to a two-day workshop for educators and college students majoring in education. Using their Mobile Training Unit, Center staff members are able to provide localized service to school systems in every part of Indiana.

Another function of the Center is cooperation with the State Department of Public Instruction. Co-sponsoring state-wide career education workshops, assising in the development of a State Career Education Curriculum Guide, and helping to train participants in Indiana's 12 funded Career Education Mini-Projects are examples of continuing activities.

In the South Bend-Mishawaka area, the Center is involved with schools, community agencies and service organizations offering various types of multi-media career education materials to schools on a loan basis for use in local class rooms; training area counselors in the use of career education materials; working with members of the Kiwanis Club, Rotary and Urban League to develop a directory of local workers willing to become teacher assistants.

First of a Kind

BEST COPY AVAILABLE

# 300 Homemakers Attend 'Worry Clinic'

By REBECCA PATTERSON
Tribune Staff Writer

The Easter Bunny visited the children while their mothers and other women congregated to share problems and hear what professionals had to say about them.

Judging by the number of women converging on the First Presbyterian Church Tuesday morning, women must have a lot of worries these days.

The Women's Worry Clinic, the first of its kind to be offered in the Michiana area, was sponsored by the Mental Health Assn. of St. Joseph County, Inc., with the goal of helping women adapt to their changing role in society and offering them the chance to discuss common problems.

Nearly 300 homemakers dropped their work, packed sack lunches, collected the kids and took all their worries to the clinic. A free babysitting service, manned entirely by volunteers, gave mothers more opportunity to attend the clinic.

"Mothers said that without babysitting they couldn't come," reports Mrs. Phyllis Hamilton, director of volunteer services for the association, who co-ordinated the service.

While their moms were attending lectures, the youngsters were having fun playing games and making new friends. Divided by age into three rooms, the little ones gathered for a program in the afternoon.

The Primettes, a group of Gold Ladies, volunteers who entertain patients at Beatty Memorial Hospital, Westville, performed for the children.

Mrs. JoAnne Weiss, clinic chairman, announced at the onset of the day-long event that the association was overwhelmed by receiving over 80 children. From the "oohs" in the audience, no woman envied the babysitters the job of tackling that many children.

Children seemed to be the main concern of women attending the clinic, Worries ranged from a small child refusing to obey orders to a 15-year-old in love. As the clinic topics and the diversity of women indicated though, mothers weren't the only ones concerned.

The topics and guest speakers were "Marriage and Family Relationships," Dr. John Vayinger, professor of psychology, Anderson (Ind.) College; "Careers," Ms. Carol Berry, career specialist; Indiana Career Resource Center; "The Problem of Dealing with Aging Parents," Dr. John Santos, professor of psychology, University of Notre Dame; "Teen-agers," Dr. Ben Knott, director of the Five-County Mental Health Center, Warsaw; Grade School Children," Mrs. Melba Laird, psychiatric social worker, St. Joseph County Mental Health Center, and "Forties Will Come," Dr. Jonelle Farrow, chairman of the Department of Psychology, Indiana University at South Bend.

The organizers of the clinic are pleased with the clinic's success.

"We were delighted that so many people came," says Mrs. Weiss. "We got wonderful feedback."

She reports that they received many good comments as well as suggestions for future clinics. The association hopes to answer positively the plea of one woman which received an ovation from the rest of the women, "Please don't let this be a one-time experience."

---

# YWCA to Hold Job Seminar Jan. 25

Plans will be completed this month by the public affairs committee of the South Bend YWCA for a "Going-to-Work" seminar scheduled for Jan 25 at the YWCA at 802 N. LaFayette Blvd.

Theresa Tyler, YWCA director, said the seminar is being designed to assist women of all ages in planning for their futures.

Resource speakers and their topics include Carol Berry, Indiana University at South Bend's Career Resource Center, "How to Decide What Job Is Right for You"; Mrs. Joyce Bonnell of the Indiana Employment Security Division office, "What Kinds of Jobs Are Available," and Walton Collins of IUSB, "Opportunities in Continuing Education."

In addition, Mrs. James Robinson will review various aspects of transactional analysis; Ms. Joan Wenger will speak on "What Happens in an Interview," and Mrs. Betty Mack will speak on "Performance on the Job," and show a film entitled "How to Use the Telephone."

Registrants for the seminar will be charged a nominal fee which includes coffee and lunch. Reservations must be made before Jan. 25.

# Mothers' Numbers Increase In 'World Of Work'

By KATHLEEN YOUNGERMAN
Tribune Staff Writer

For all mothers today is a special day. For
growing number, though, it's also part of anothe
weekend which offers respite from a week in th
working world.

According to statistics of the U.S. Department o
Commerce, the Bureau of the Census, the number o
women working outside the home has steadily been increasing since the beginning of the century. In 1972 43.9 per cent of all American women worked as did 42.9 per cent of women with children under 18 years of age.

Points out Jan Armstrong, extension consumer marketing specialist at Purdue University, West Lafayette, "Today more than half of the mothers of school-age children are working and nearly one-third of the mothers with children under six work."

The reasons for the increase may seem to some as obviously being the impact of the women's movement, changing laws and the increased use of appliances providing more free time. All the professionals in this area state, and national statistics conclude, however, that the majority of women work because they HAVE to.

Says Joyce Bonnel, placement representative for the Indiana State Employment Service, "Women today often work to augment their husbands' salaries while many—more numerous than 20 years
ago—are themselve
heads of households."

A national survey co
ducted by Snelling
Snelling employme
agency confirms th
idea. And, comment
John Underhill, owner
the South Bend Snelli
office, "Our counselo
here concurred with t
results on a local level

The cases of three l
cal women are repr
sentative of the reaso
mothers may choose
re-enter the job mark
Peg Kluessner w
forced to become
working mother becau
of "widowhood and ba
ic economy." She e
plains, "In most cases
insurance is not handl
correctly, its incom
lasts only two years,"

Further reasons s
points out are "an em
tiness syndrome sin
my children are gro
and a need to keep bu
—a practical reason t
also provides good m
tal health."

Divorce also ma
work a necessity for P
Hires who still has f
of her six children
home. Deanna Franc
however, chose to w
because "I felt the
was more I could
(than keeping hous
that would be fulfill
to myself."

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Features, Club News
Society, Fashion
Home Decorating
SUNDAY MORNING, MAY 12, 1974

Though they have returned to the labor force, these three women did face some obstacles in their pursuit. Mrs. Kluesner was "somewhat frightened at first of not doing the job," Mrs. Hires and Mrs. Francis were faced with what to do with their children still at home, and Mrs. Francis admits to being faced with guilt feelings and "flack from relatives" for not staying home.

The problems are not unusual for mothers and women who return to work after an extended absence and can, according to the Snelling survey, create some hesitancy on the women's part to return to work. The problems can be both practical and psychological and, in the words of Carol Berry of the Indiana Career Resource Center, "are legion."

A lack of confidence is probably the most universal problem mothers returning to work face. "This results from not being 'in public' while tending the home," suggests Sally Long, owner and president of Elkhart Personnel. There may also be a distinct fear that past skills are too "rusty" or "out-of-date" to help in obtaining a job.

Insufficient pay or compensation to overcome expenses created by going to work may also create problems for working mothers. Among these are babysitting or day care fees, the cost of transportation and the need for new working clothes.

When children are involved, working hours can be inconvenient. Part-time jobs can help the situation, but not in the majority of cases where the full-time wages are a necessity and are needed to compensate for related expenses.

Finding good, consistent care for children while mother is away at work can be a very real problem, too. A recently-completed local survey on day care by the Working Women's Program Planning Committee of the Human Development Committee shows some changes are desired here.

Marcedis Wynns, liaison for the committees with the St. Joseph County Co-operative Extension Service, lists several outstanding points that resulted from the survey. The working mothers suggested they want day care centers nearer their homes and with well-trained staffs. Too, they indicated that present costs are too steep, especially for part-time workers.

Comments Miss Wynns, "The survey showed a really strong need for day care by women who are heads of households." A further problem they face is suggested by Mrs. Hires. "There are a lot of problems single women run into as far as credit. It really grinds me!" she emphasizes.

Matched with the women's [illegible], according to Ms. Berry, "is their unrealism about the world of work. Some expect with no skills to get a job with 9-5 hours, time off whenever they choose and a salary of $12,500." "Too," she states, "sometimes they request three interviews, expecting to get appointments for them in a day or two and have their choice for the job."

A husband's opposition to his wife's working can end her chances for re-entry, too. The Snelling survey indicates that most women give into their husband's wishes. Comments Ms. Long, "At our agency, women are screened out from placement if they are not ready in all facets—including husband's support."

Mrs. Francis stresses another problem which can result from working while mother to small children. "You have to cope with guilt feelings about leaving your children. You must talk to yourself to be really sure you won't have them if you decide to return to work."

An offshoot of leaving children, may be, says Mrs. Francis, "feelings of jealousy when your child transfers some of her feelings to the babysitter. Again," she adds, "you must work out the feelings within yourself."

Other problems listed by Ms. Berry include getting women and counselors together in career centers. Too, she says, "What this community needs is coordinated, continuing education for women."

And on the list goes. But not without more hopeful aspects or, sometimes, downright solutions.

BEST COPY AVAILABLE BEST COPY AVAILABLE

The job of h[illegible] worker has prepared women for many management positions, if they would only realize it," says Ms. Perry. She [illegible] they're cooperative, [illegible] successful, [illegible] and they have many community contacts." She emphasizes, "The real problem is not identifying real talents as [illegible] knowing what to do [illegible]."

Even if women do not go into management jobs, their status does offer certain advantages. States Ms. Long, "When attempting to refresh their skills, working mothers go at it with more vigor and a different attitude from when they first learned them. They really enjoy it so the skills come back twice as fast."

"Employers appreciate mature women employees," says Ms. Bonnel. "The women have good attendance records, their reasons for working are good and they h[illegible] the stability [illegible] employer," she continues. Notes Mr. Underhill, "What we have employed has some great [illegible] and the ability to [illegible]."

As a [illegible] to [illegible] the need for day care [illegible] probably the greatest work [illegible] — Nancy Seifer in her book, "Absent From the Majority: Working Class Women in America," suggests that day care facilities be subsidized, both in the community and at places of work. She also recommends more generous tax deductions for child care.

Ms. Seifer also favors more flexible work schedules and more part-time jobs. Some businesses have been known to have variable opening and closing hours that can be changed to suit the individual employee or state the expected job for an employee, leaving him to decide his own hours for getting it done.

She also recommends extending fringe benefits to full-time and part-time workers. This would entitle them to share in insurance, pensions, vacations, sick leave and paid holidays.

Those women who may be [illegible] about the working world could readily acquaint themselves with it through various agencies, some of which offer counseling. Ms. Bonnel points out that the Indiana State Employment Office maintains "statistics of area wages sent from the U. S. Department of Labor."

Ms. Perry lists some of the helpful facilities available locally: Indiana University at South Bend, St. Mary's College, Indiana Vocational Technical College, the Area Career Center in Elkhart, Rehabilitation Services for disabled workers, the YWCA, the Skill Center at Ivy Tech for disadvantaged workers and the Task Force on the Occupational Status of Women and Girls in the South Bend-Mishawaka Area. The services the agencies offer range from training and courses to counseling and placement.

The solutions for the other problems often lie with the women themselves and their families, to develop the appropriate attitudes. Notes Mrs. Francis, "Going back to work is not right for all women."

Those that do decide to go back, however, should "set their minds on it, not [illegible] try it to see if it w[illegible]s," states Ms. Long. [illegible] Ms. Perry, "A wo[illegible] has to make a com[illegible] to it, being sure [illegible] get to it on time and get the job done." And it [illegible] be done.

From her personal experience, Mrs. Kluessner offers encouragement. "Don't hesitate or worry about the mistakes you might make in your new job. You'll be surprised at your potential."

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## Job Ho[illegible]ok

A new [illegible] of "People in [illegible]: A Directory of [illegible] Resources in [illegible] Bend-Mishawaka [illegible]unity," has been p[illegible] by the Indiana C[illegible] Re[illegible]urce Center, 12[illegible] S. Gre[illegible]awn Ave.

The directory is designed for use by teachers, educational and vocational counselors and other persons who give career guidance to young persons.

Copies are available through the Career Center, or by writing Dr. Gerald O. Dudley, center director.

WOMEN WORK FROM NECESSITY for the most part as this chart prepared by the Women's Bureau, Employment Standards Administration, indicates. Though the chart represents information published by the Bureau of Labor Statistics, U. S. Department of Labor in 197[illegible], the percentages have continued to rise.

DAY CARE FOR SMALL CHILDREN is a particular problem for mothers who leave their offspring during the day to become part of the working world.

INDIANA
CAREER
RESOURCE
CENTER
1209
1205

THE INDIANA CAREER RESOURCE CENTER, 1205-1209 Greenlawn Ave., is one of several local agencies which can offer assistance to women seeking to re-enter the labor force. The center also carries materials from Catalyst Publications in New York which computerizes jobs throughout the nation in an effort to help women with some college background.

# Most Women Work Because of Economic Need

## (WOMEN IN THE LABOR FORCE, BY MARITAL STATUS, MARCH 1971)